DOCUMENT RESUME

ED 061 474 AC 006 876

TITLE	Master Unit: Adult Basic Education In-Service Program for Teacher Awareness in Guidance and Counseling.
INSTITUTION	Texas Univ., Austin. Extension Teaching and Field Service Bureau.
PUB DATE	[69]
GRANT	OEG-0-8-053078-4641(039)
NOTE	202p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	*Adult Basic Education; Attitudes; Audiovisual Aids; Behavioral Objectives; Counseling Services; Educational Programs; Evaluation; Guidance Counseling; *Inservice Education; Instructional Materials; Learning Activities; *Self Concept; Student Motivation; *Teacher Education; Tests

ABSTRACT

A program for adult basic education is presented. The general concepts underlying this program are that the teacher will review material covered in the preceding lessons and will be reminded of the overall purpose of the instructional package. Behavioral objectives of the program are: (1) The teacher will take the second diagnostic self-test for personal evaluation; and (2) The teacher will be able to list the more salient points covered in the preceding lessons. Factors which were considered in the conduct of this program include: (1) Attendance is voluntary and determined by a practical motive; (2) The adult is an impatient learner; (3) The adult must acquire and retain a high degree of self-confidence and must have a feeling of success to a far greater degree than children; and (4) The adult has handicaps which he must overcome--physiological changes, psychological handicaps of prejudice, set patterns and habits, fatigue resulting from a full day's work prior to class. Materials used included six transparencies, one audio tape, and one diagnostic self-test. Activities included: (1) The teacher will view the transparencies and listen to the tape; and (2) The teacher will take and score the diagnostic self-test. The self-test will comprise the evaluation. (Author/CK)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 061474

MASTER UNIT
ADULT BASIC EDUCATION IN-SERVICE PROGRAM FOR TEACHER AWARENESS IN GUIDANCE AND COUNSELING

AS DEVELOPED IN REGION VII
SPECIAL PROJECT FOR ADULT BASIC EDUCATION
GUIDANCE AND COUNSELING

OFFICE OF EDUCATION
GRANT OEG-0-8-053078-4641(039) SP-10 FY 1969

UNIVERSITY OF TEXAS AT AUSTIN
EXTENSION TEACHING AND FIELD SERVICE BUREAU
AUSTIN, TEXAS 78712
DR. W. E. BARRON, DIRECTOR

AC 006 876

TABLE OF CONTENTS

PAGE

Instructions for Use of the Master Kit i

Teacher Self-Diagnostic Test
    Form A . . . . Form A, 1
    Form B . . . . Form B, 1

Introduction
    Outline I-1
    Script I-4

Awareness of Human Needs (Part I)
    Outline II-1
    Script II-4

Awareness of Human Needs (Part II)
    Script II-13
    Outline II-15

Dropouts
    Outline III-1
    Script III-4

Emotional Needs of Adult Students
    Outline IV-1
    Script IV-3

Domestic Problems Affecting Performance
    Outline V-1
    Script V-3

Community Structure Impact on Illiterate Adults
    Outline VI-1
    Script VI-3

Referral Services Available to the ABE Student
    Outline VII-1
    Script VII-3

Education of ABE Students (Section A)
    Outline VIII-1
    Script VIII-3

Education of ABE Students (Section B)
    Outline (Parts 1 and 2) VIII-18
    Script Part 1 . . . . VIII-21
    Script Part 2 . . . . VIII-26

Methods of Placing the ABE Student
    Outline IX-1
    Script IX-4

PAGE

Summary and Conclusion
Outline X-1
Script X-4

Cumulative Record Folder and Contents . . . . S-1 to S-47

Paper: Innovative and Dynamic Instructional Approaches in Adult Basic Education . . . . S-48 to S-60

Paper: Team Teaching--An Interacting System for Adult Basic Education . . . . S-61 to S-78

Paper: Micro-Teaching--A New and Dynamic ABE Teacher-Training Approach . . . . S-79 to S-80

Bibliography: Adult Basic Education Bibliography With Resumes . . . . S-81 to S-175

Paper: About Humanizing Less-Than-Honest ABE . . . . S-176 to S-192

List of Possible Federal, State, and Local Agencies Available to ABE Students S-193

Paper: Culture of Poverty . . . . S-194 to S-203

Paper: What The Adult Basic Education Student is Like . . . . S-204 to S-213

Paper: ABE--Social Awareness--Implications for Guidance . . . . S-214 to S-223

Guidance Guidelines for the ABE Teachers (Suggestions) . . . . S-224 to S-230

INSTRUCTIONS FOR USE OF THE MASTER KIT

Background Note. For easy reference during design and production, this multi-media package was referred to as "the teacher awareness kit." The name was so perfectly descriptive, it stuck. The specific purpose of the information presented is to create among Adult Basic Education teachers a general awareness of principles and techniques used in the fields of counseling and guidance. The history of the Teacher Awareness Kit is brief:

Problem: We currently do not have enough ABE counselors and may not have for quite a while.

Solution: Acquaint teachers with basic principles so they can better counsel and guide their students when necessary.

This unit is not intended to mass produce professional counselors; rather, the intent is simply to create or enhance teacher awareness of useful and reliable techniques. The teacher who is sensitive to the total student, rather than just his academic activities and problems, will be able to fulfill some of the functions of counselor in programs where none is available. And, if a full-time professional counselor is available, the informed teacher will be better able to know which students need referral to the counselor and which students he himself may deal with effectively.

Content. The kit contains audio tapes, transparencies, slides, one 16mm sound film and a printed booklet which includes lesson scripts, articles and papers, abstracts, and so forth. Basically, the kit is divided into ten lessons. Each lesson calls for use of at least one audio tape and one transparency. An outline preceding each lesson specifies exactly which materials go with that lesson. The audio tapes and overhead transparencies are labeled to show which lessons they pertain to. For example, each transparency has a Roman numeral to identify the lesson, and an Arabic numeral which gives its sequence within that lesson. The 35mm slides are divided into two groups, each group numbered sequentially.

Format. The outline preceding each lesson is divided into the following major areas: (1) General Concepts, (2) Behavioral Objectives, (3) Content, (4) Supporting Materials, (5) Enabling Activities, and (6) Evaluation. This outline format is included to tell the teacher what to expect in that lesson. Therefore, the teacher should look it over before starting the lesson.

Equipment. To present the entire kit, you will need all of the following equipment: (1) Tape recorder which will play at 3 3/4 (Inches Per Second) speed, (2) Overhead projector, (3) Kodak Carousel slide projector, and (4) 16mm sound movie projector. Not every lesson calls for all the equipment. Check the outline preceding each lesson for specific equipment needed.

Time Frame. The audio tapes vary in length from 15 to 30 minutes. However, in most cases a tape is not played directly through to completion. Rather, it is on part of the time, off part of the time. Normally, "off" time periods are provided to encourage group discussion. The lessons are programmed to run from about 60 minutes to 90 minutes, the variable being the amount of time the group wishes to devote to discussion.

Group Size. The greatest value of this kit probably does not lie in the actual information it conveys. Rather, it is valuable primarily to the extent that it acts as a catalyst or stimulus to evoke discussion and interaction among teacher/participants. For this reason, we suggest that the best effect will be achieved if group size is limited to no more than 15 participants. Obviously, small groups are easier to deal with than large groups. With a small group, you will be better able to "control" the direction of discussion and participants will be more apt (and will have more opportunity) to offer personal opinions, anecdotes, ideas, and so forth. If the group is much larger than 15, you probably will find it profitable to "break" into smaller groups for discussion purposes. On this point, use your own judgment, keeping in mind that you want to generate as much interpersonal exchange as possible among participants.

Hints. First, check to see that your kit contains the following components: 14 audio tapes, 54 transparencies, Carousel tray containing 54 35mm color slides, and one 16mm film. Next, look over the table of contents to get the overall "feel" of what we are trying to communicate through this package. Flip through the printed material, scanning a few pages in the "lesson" section, a couple of the articles and a few of the abstracts. This will give you a very definite idea of how the printed notebook is put together. You may want to customize the notebook to suit your own organizational fancy. For instance, you may wish to divide the notebook using colored pages with marginal index tabs in order to facilitate finding any given unit.

In terms of actual presentation to a group, you probably should simply follow your usual procedures for preparing any other lesson you intend to teach. Certainly you will want to read the outline and script for a lesson before presenting that lesson. Also, it is a good idea to run a last-minute check of materials, just to be sure the transparencies, tapes, personal notes, and so forth for the lesson are present and in the proper sequence. This final check is well worth the brief time invested. If you have time, you may wish to have a "dry run" of your presentation. Tape recorders and projectors are sometimes sources of frustration. Be sure you are familiar with the specific machines you will be using.

Teacher Self-Diagnostic Tests. Also included are two forms of a test, with answer sheets, the teacher may use to evaluate his progress. Use of the two tests, labeled Form A and Form B, is optional. They are included solely for the teacher's own self-diagnosis, and will not be used to evaluate the kit. The two tests are constructed as parallel forms, so that each test may be used as either a pre-test or a post-test. If they are to be used, the teacher should take one test before beginning any exposure to the kit, and the other form after completion of the entire kit. The two scores then may be compared. Answer sheets identify the lesson to which each question pertains, so the teacher will know which subject material, if any, he needs to review.

Final Note. In the final analysis, this master unit is no more effective than you, the presenter, make it. Your careful preparation, your enthusiasm, and above all your respect for the integrity and talent of the teachers with whom you will work will spell the difference between a cut-and-dried session and a genuine sharing of thoughts and experiences. Be open to the creative suggestions of the teacher-participants. It is our hope that through the kit participants will be inspired and better fitted for their work.

Teacher Self-Diagnostic Test
Form A

INSTRUCTIONS: Mark the most appropriate or the one best answer.

1. The states encompassed in the United States Office of Education Region VII are:

   a. Texas, Oklahoma, Louisiana, New Mexico, Arizona.
   b. Oklahoma, Texas, Louisiana, Arkansas, Missouri.
   c. Louisiana, Arkansas, Oklahoma, Texas, New Mexico.
   d. Arkansas, Missouri, Oklahoma, Texas, New Mexico.
   e. Missouri, Oklahoma, Texas, New Mexico, Arizona.

2. The content of the ABE Teacher Awareness course is intended to enable the teacher to

   a. objectively evaluate the student.
   b. understand the total life situation of the student.
   c. recruit students.
   d. identify with students.
   e. learn to tolerate the lack of learning in students.

3. Approximately ______ percent of ABE students are over 35

   a. 15
   b. 30
   c. 45
   d. 60
   e. 75

4. Best estimates indicate that approximately _______ percent of those qualified for ABE in Region VII are enrolled.

   a. 4
   b. 10
   c. 20
   d. 25
   e. 35

5. In order to compensate for the ABE students' seeming inability to internalize the middle class ethic of delayed gratification the teacher should

   a. bribe the students.
   b. lecture them on the value of patience and perseverance.
   c. give immediate reinforcement.
   d. assign several long-term tasks.
   e. have a panel discussion on the idea that "he who waits, gets."

6. In considering the human characteristics of the ABE student we can see that he is often

   a. well-motivated.
   b. disdainful of the teacher's interest.
   c. competitive.
   d. future-oriented.
   e. none of the above.

7. The importance of taking attendance is that it enables the teacher to

   a. learn the students' names.
   b. assure financial support of the program.
   c. act on state law limiting the number of absences.
   d. spot potential dropouts.
   e. express concern over the students' poor health.

8. Which of the following is not a likely reason for dropping out

   a. difficulty with English.
   b. poverty.
   c. dislike of structured situations.
   d. family conflicts.
   e. embarrassment and fear of ridicule.

9. In an effort to reduce the attrition rate teachers should

   a. lecture students on the value of ABE.
   b. identify symptoms that precede dropping out.
   c. give rewards for attendance.
   d. make classes as pleasant as possible.
   e. use ABE graduates as models.

10. According to Abraham Maslow, before the higher needs of aesthetics can be achieved, the individual must

    a. be well-educated.
    b. have a good self-image.
    c. have self-actualized.
    d. understand his needs.
    e. satisfy his biological needs.

11. In order to satisfy his aesthetic needs the students should know that he must

    a. paint a good picture.
    b. be of superior intelligence.
    c. perform his usual tasks in creative ways.
    d. take an arts and crafts course.
    e. impress his teacher and classmates with his work.

12. One reason that performance in class may not be directly related to domestic problems is that these problems

    a. keep the students' mind occupied.
    b. make it impossible for the students to go to class.
    c. provide the teacher and student with a possible area for discussion.
    d. decrease the student's motivation.
    e. present tasks that compete with academic tasks.

13. The attitudes of the community toward the ABE students are

    a. generally positive.
    b. generally negative.
    c. based on stereotypes.
    d. supportive of the students.
    e. justified by the attitudes of the students.

14. The ABE student generally does not participate in community affairs because he

    a. does not know how to register to vote.
    b. feels powerless to change things.
    c. is afraid to upset the status quo.
    d. feels he should trust the community leaders to take care of his needs.
    e. is too lazy to take an active interest.

15. From your learning the most important requirement in the relationship between the ABE teacher and student which will enable the teacher to help the student seek assistance is

    a. respect.
    b. discipline.
    c. trust.
    d. rapport.
    e. confidentiality.

16. Follow-up is a step in the referral procedure because it will

    a. uncover other problems.
    b. indicate the teacher's concern.
    c. overcome the student's inertia.
    d. insure the task's accomplishment.
    e. make the teacher's efforts worthwhile.

17. From your learning, a useful way of evaluating what is being accomplished in ABE classes is to

    a. administer a questionnaire to all students as to their satisfaction.
    b. administer a standardized achievement test.
    c. call in an independent consultant for evaluation.
    d. solicit the candid opinions of teachers.
    e. set performance criteria and subsequently measure performances.

18. The most important factor in the placing of ABE students is that

    a. efficiency is of prime importance.
    b. each student is a unique individual.
    c. the teacher must make up his own placement tests.
    d. standardized diagnostic tests should be used exclusively.
    e. desired terminal behaviors should determine the diagnostic tests used.

19. Which of the following is not a characteristic usually typical of a "Culture of Poverty" person?

    a. uneducated or undereducated.
    b. long-range goals.
    c. language difficulties.
    d. home problems.
    e. nutritional deficiencies.

Elena Robinson, a 34-year old mother of four, approached the teacher one evening in tears saying that she had to drop out of school to work evenings to pay for a deep freeze that she had purchased. It turned out that Elena had been pressured into buying the freezer by a salesman who had stressed the economies involved in such a purchase.

20. The teacher might have avoided this problem by discussing with the class the

    a. finality of contracts.
    b. ready availability of loans.
    c. pitfalls of extended time payments.
    d. unscrupulousness of some merchants.
    e. virtues of delayed gratification.

21. The teacher should have referred Elena to the

    a. store manager.
    b. Better Business Bureau.
    c. Legal Aid Society.
    d. local loan association.
    e. welfare department.

22. In purchasing the freezer Elena was reacting to the need of her family for

    a. nurturance.
    b. status.
    c. financial independence.
    d. bodily sustenance.
    e. establishing credit.

23. The teacher should have reacted to the possibility of Elena's dropping out by

    a. urging her to stay at all costs.
    b. pointing out alternatives that might help her remain in school.
    c. indicating the procedures involved in dropping out.
    d. telling her the class would miss her.
    e. attempting to ascertain whether the payments due was the real reason for leaving.

John Williams, a 32-year old machinist, was enrolled in an ABE class in the hope of passing the GED examination. He had been attending clases regularly for several months. One evening he approached the teacher and indicated that he would have to drop out because he was getting a new job in another city.

24. The teacher should have

    a. congratulated him thus demonstrating his concern.
    b. indicated the value of staying in school.
    c. attempted to ascertain whether the new job was the real reason for leaving.
    d. indicated the procedures for withdrawing from school.
    e. told him the class would miss him.

25. Should the teacher discover that John wanted to drop out because he felt inadequate, the teacher should have

a. told him that that was ridiculous.
b. accepted John's feelings and disagreed if he thought differently.
c. referred him for intelligence tests to get the truth.
d. asked the class what they thought.
e. urged John to stick it out and take the test anyway.

TEACHER SELF-DIAGNOSTIC TEST
ANSWERS
Form A

1. C (Unit I)
2. B (Unit I)
3. D (Unit II)
4. A (Unit II)
5. C (Unit II)
6. A (Unit II)
7. D (Unit III)
8. C (Unit III)
9. B (Unit III)
10. E (Unit IV)
11. C (Unit IV)
12. C (Unit V)
13. C (Unit VI)
14. B (Unit VI)
15. D (Unit VII)
16. B (Unit VII)
17. E (Unit VIII)
18. B (Unit IX)
19. B (Unit III)
20. D (Units VI and VII)
21. C (Unit VII)
22. A (Unit II)
23. B (Unit III)
24. C (Unit III and V)
25. B (Unit III)

Teacher Self-Diagnostic Test
Form B

INSTRUCTIONS: Mark the most appropriate or the one best answer

1. The ultimate purpose of introducing behavioral objectives into education is to

    a. have a specifiable mean for noting progress.
    b. give the students something to work toward.
    c. remove the emphasis from written evaluation.
    d. introduce the scientific method into education.
    e. make curriculum planning easier.

2. Approximately _____ percent of ABE students have completed grade 4-8

    a. 25
    b. 50
    c. 75
    d. 90
    e. 95

3. ABE teachers have encountered difficulty in understanding ABE students because of differences in

    a. religion.
    b. ethnic background.
    c. law-abiding behavior.
    d. value systems.
    e. intelligence.

4. From your learning insufficient attention has been paid to the ______ sphere of the ABE students existence.

    a. cognitive
    b. aesthetic
    c. psychomotor
    d. affective
    e. religious

5. In examining the reasons given by students who are about to drop out the least important consideration is

   a. making curriculum changes where necessary.
   b. attempting to ascertain the actual reason for leaving.
   c. gaining some feedback on what has transpired in class.
   d. demonstrating interest in the student.
   e. rooting out troublemakers and poor learners.

6. In an attempt to tailor the educative process to the needs and characteristics of ABE students it is necessary for the teacher to be flexible. This would suggest that the teacher should not force timid students to speak to

   a. large groups
   b. small groups
   c. the teacher alone
   d. a mirror
   e. his coworkers

7. In an effort to reduce the drop-out rate the ABE teacher should demonstrate the ________________ for the students.

   a. earning power of a diploma
   b. respect the community will show
   c. learning techniques available
   d. sincere concern he feels
   e. pleasant but detached attitude he has

8. Although the middle class frowns on expression of anger and/or aggression, it is valuable to tolerate aggression in ABE students since

   a. it is useful in releasing frustration.
   b. they will then not harm their families.
   c. it will make them feel superior.
   d. it will enable them to fulfill primitive or lower needs.
   e. it will make them feel more human.

9. In order for teachers to help students alleviate their domestic problems the teacher should, as a first step

   a. indicate that he has bad domestic problems too.
   b. take a seminar in family relations.
   c. bring in a social worker to address the class.
   d. establish rapport with the students.
   e. ask the students to discuss their domestic problems with the class.

10. The culture of poverty is a(n)

    a. misnomer.
    b. attempt to make a silk purse out of a sow's ear.
    c. realistic assessment of a particular life style.
    d. fiction.
    e. meaningless term.

11. One thing the teacher should not do in getting ABE students involved in community affairs is

    a. indicate various community groups he could join.
    b. lecture the class on the "town meeting" principle in American history.
    c. emphasize the virtues of representative government.
    d. bring in speakers from various activist groups.
    e. indicate the successes of various community groups.

12. If the student has a problem involving his feeling that he is being overcharged by an appliance store, the teacher should refer him to the

    a. bank for a loan since he did sign a contract.
    b. welfare department to get an increased subsidy.
    c. Better Business Bureau to investigate the store.
    d. Legal Aid Society for legal advice.
    e. manager of the store.

13. In order to help a student in seeking appropriate information to solve a problem the teacher should analyze the problem and

    a. direct him to the appropriate office.
    b. send him to a counselor.
    c. contact the appropriate source of information for the students.
    d. recommend an informational pamphlet.
    e. make suggestions in consultation with the student.

14. In an effort to motivate learners and make education more meaningfut it is necessary to

    a. lecture on the value of ambition.
    b. individualize the content.
    c. stress competition.
    d. offer students material rewards.
    e. give frequent examinations.

15. From your learning a major problem in the evaluation of learning in ABE classes has been the

    a. focus on curiosity and inquiry.
    b. narrowness of the behavior measured.
    c. use of tests for self-evaluation.
    d. evaluation of things other than cognitive achievements.
    e. over use of standardized tests.

16. The dropout rate in ABE classes in Region VII is between ________ percent

    a. 1 - 10
    b. 15 - 30
    c. 40 - 50
    d. 50 - 60
    e. 60 - 70

17. A technique which will not work to lower the dropout rate is:

    a. complimenting a student's appearance.
    b. expressing genuine concern for a student.
    c. pointing out a student's successes to him.
    d. scolding a student for missing class.
    e. sending a student a postcard when he misses classes.

18. The desire to "get ahead" is a(n)

    a. desire common to all people.
    b. characteristic of people from a low socio-ecnomic background.
    c. predominantly middle-class idea.
    d. upper-class concept.
    e. characteristic of professionals.

19. The major thrust of the lesson on placing ABE students is that

    a. efficiency is of prime importance.
    b. each student is a unique individual.
    c. the teacher must make up his own placement tests.
    d. standardized diagnostic tests should be used exclusively.
    e. desired terminal behaviors should determine the diagnostic tests used.

Jose Carlos began to speak less and less each time the ABE class met. In addition, his written performance also began to deteriorate. This behavior continued for a period of one month. Although the ABE class had been meeting for a period of two months, Jose had not missed a class session until the last meeting.

20. It is probable that Jose Carlos

    a. is having domestic problems.
    b. will drop out.
    c. has a language problem.
    d. is alienated and very bitter.
    e. is getting little or nothing out of class.

21. The teacher should have

    a. allowed Jose the freedom to work out his own difficulties.
    b. asked Jose why he was interacting less than previously.
    c. found out why Jose missed the last meeting.
    d. visited Jose at home.
    e. made Jose a part of a small discussion group in class.

22. If Jose had returned to class the teacher should have

    a. indicated he was happy to see him.
    b. treated him cordially as he always had.
    c. pretended he had not been absent.
    d. humorously chastized him for being absent.
    e. given him a short summary of the work he missed.

Lorena Jones approached her ABE teacher during a coffee break one evening and indicated that she wished to discuss some personal problems. She began to cry gently and said that her husband was a cripple who could only do minimal work. She also said that their three children were becoming rowdy and unmanageable because she was not home since she was forced to work. This had created friction between she and her husband and she was confused, upset and depressed.

23. In this situation, the teacher should have

    a. immediately referred her to a counselor.
    b. indicated that she knew someone with similar problems and how that person worked it out.
    c. listened attentively until Lorena was finished.
    d. quickly given advice and counsel.
    e. suggested psychiatric help for the children.

24. In this situation the teacher's main concern should be

    a. Lorena's remaining in school.
    b. alleviating Lorena's problem.
    c. establishing himself as a source of comfort.
    d. giving useful advice.
    e. maintaining the atmosphere of trust which exists.

25. If the teacher were to refer Lorena for assistance, the most appropriate place would be the

    a. appropriate clergyman.
    b. local welfare agency.
    c. local child guidance agency.
    d. Division of Vocational Rehabilitation.
    e. public school counselor.

TEACHER SELF-DIAGNOSTIC TEST
ANSWERS
Form B

1. A (Unit I)
2. C (Unit II)
3. D (Unit II)
4. D (Unit II)
5. E (Unit III)
6. A (Unit III)
7. D (Unit III)
8. A (Unit IV)
9. D (Unit V)
10. C (unit VI)
11. E (Unit VI)
12. D (Unit VII)
13. E (Unit VII)
14. B (Unit VIII)
15. D (Unit VIII)
16. C (Unit II)
17. D (Unit III)
18. C (Unit IV)
19. B (Unit IX)
20. B (Unit III)
21. C (Unit III)
22. A (Unit II)
23. C (Unit V)
24. E (Units II and IV)
25. C (Unit VII)

INTRODUCTION

I. General Concepts

   A. The teacher shall be aware of the purposes of the self-instructional teaching materials.

   B. The teacher shall be knowledgeable about his own understanding of points covered throughout the lessons.

   C. The teacher shall be aware of alternative uses of the teaching materials.

II. Behavioral Objectives

   A. The teacher shall be able to indicate the six steps involved in the change process and describe orally the three steps covered by the self-instructional materials.

   B. The teacher shall complete and score a diagnostic self-test to determine level of understanding of the materials before the program begins.

   C. Given the set of materials, the teacher shall be able to list six out of the ten major areas of focus covered in the lessons.

   D. Given the set of materials, the teacher shall be able to list four types of multi-media aids used in the instructional package.

III. Content

   A. Tape which provides background on the project (Adult Guidance and Counseling) and explains the reasons for working with adult teachers.

   B. Seven transparencies:

      1. Background work done by the individual states participating in the project.

      2. Requisites of a Successful Change Process

         a. Awareness
         b. Information
         c. Assessment
         d. Modification
         e. Pilot program
         f. Institutionalization

      3. Schematic portrayal of the nature of the workshops.

4. Values to ABE Teacher:

    a. Reducing the dropout rate of ABE students.
    b. Increasing awareness of classroom counseling and guidance problems and their solutions.
    c. Developing a deeper understanding of students' personal, social, educational, and job needs.
    d. Improved communication between student and teacher.
    e. Increased motivation and achievement on the part of students.
    f. Awareness of better instructional techniques
    g. More effective placement of students.

5. Course Content:

    a. Introduction
    b. Awareness of Human Needs
    c. Dropouts
    d. Emotional Needs of Adults
    e. Domestic Problems Affecting Performance
    f. Community structure Impact on Illiterate Adults
    g. Education of ABE Students
    h. Referral Services Available to ABE Students
    i. Methods of Placing ABE Students
    j. Summary and Conclusions

6. Format for the Course:

    a. General Concepts
    b. Behavioral Objectives
    c. Content
    d. Supporting Materials
    e. Enabling Activities
    f. Evaluation Criteria

7. The Course Techniques and Materials:

    a. Lecture
    b. Small Group Discussion
    c. Pre- and Post-Test
    d. Multi-Media

        (1) Audio Tapes
        (2) Transparencies
        (3) Slides
        (4) Motion Picture

C. Diagnostic test and answer sheet

IV. Supporting Materials

A. Tapes

B. Seven Transparencies

C. Questionnaire

V. Enabling Activities

A. Teacher listens to tape of instruction which gives background and information on the lessons.

B. Teacher uses transparencies in conjunction with the tape and follows through with the prescribed activities.

C. Teacher administers and scores self-test.

VI. Evaluation

A. Teacher discusses with other participants the diagnostic test after having scored the answers.

B. Teacher lists on separate paper:

1. Six steps involved in the change process.
2. Six of the major areas of concentration for the lessons.
3. The four types of multi-media aids used in the lessons.

I. INTRODUCTION

This lesson is the first in a series of about 15 hours of formal instruction. The materials have grown out of a year's study conducted by The University of Texas in cooperation with the various state directors--Dr. Joe Timken of Oklahoma, Mr. Frank Slatton of Arkansas, Mr. Earl Lee Hammett of Louisiana, Mr. Tom Trujillo of New Mexico, Mr. Ralph Mock of Texas.

The instructional materials are designed to be used as a formal course unit in any of the USOE, Region VII states. The materials are most appropriate for use by a teacher and seven or more Adult Basic Education teacher-students in a workshop setting.

The background for the development of these materials is outlined on Transparency Number 1 on the overhead projector.

By observing the first transparency, the learner is able to determine how the format for the course was designed. Specific information was obtained from individual state reports as problems of guidance and counseling were identified. These reports were submitted to The University of Texas at Austin for review and compilation.

From this compilation certain common elements or problems were found throughout Region VII, although it was quite clear that each state and indeed many local levels of Adult Basic Education had their own unique problems. Keeping the commonalities in mind, a teacher training "awareness" package was developed. This self-contained package includes lesson plans, behavioral objectives, performance criteria and supporting media for instruction.

These materials have been used with instructors of Adult Basic Education teachers at The University of Texas. These first students will, in turn, use the package with other teachers at the various state levels.

At this time, please turn off the tape recorder and take a few minutes to examine the various elements in the training package. Note how the lesson plans are designed and how the materials fit with the lesson plans.

Now please place Transparency Number 2 on the overhead. Based on the fact that significant problems have consistently arisen, it is quite clear that some basic changes should be made in the Adult Basic Education teacher-training program. If change is to be brought about, a definite plan should be followed. The Center for Innovation at Indiana University has identified six major steps in the "change process." These steps are outlined on the transparency.

The materials in the package are designed to cover only the first three steps in the change process. The materials are designed to make the individual aware of programs already in existence and to provide information about the ingredients in effective programs. No effort is made to guide the ABE teacher toward modification of other programs, toward piloting new programs, or toward institutionalizing a new idea.

Now please place Transparency Number 3 on the overhead projector.

Specifically, the materials were originally used by The University of Texas at Austin for a three-week regional workshop involving 45 ABE teacher-students--nine participants from each of the five states in Region VII. Later in the summer of 1969, two-week workshops were conducted at the state level for approximately 70 teachers, including nine of the ABE teachers who participated in the first regional institute at Austin. Ultimately, more than 3,500 Adult Basic Education teachers will have participated in workshops at the local level.

Now please view Transparency Number 4.

The course materials, as mentioned earlier, have grown from the concerns expressed by Adult Basic Education teachers and students during a great many interviews and discussions. Specifically, the instructional package was designed to help the teacher identify the problems on the "typical" ABE student. More importantly, the package should help teachers in approaching some of the important issues, such as:

1. Reducing the dropout rate of ABE students.
2. Increasing awareness of classroom counseling and guidance problems and their solutions.
3. Developing a deeper understanding of students' personal, social, educational, and job needs.

Other problems are outlined in the transparency.

Now please place Transparency Number 5 on the overhead projector.

When the state directors and other consultants received the data obtained from interviews and questionnaires, the information was found to group readily into eight distinct categories. Each category became the topic for one or more lessons in this program.

This is lesson number one--the "introductory" lesson which provides the background, format, and guidelines for the course. The course has two major areas of focus. The first relates to understanding and awareness of those cultural and personal factors which have a direct effect on the Adult Basic Education student's motivation and achievement.

The second major area of concern is related to effective curricular alternatives and appropriate methodology for teaching the Adult Basic Education student. This area covers rather specifically the areas of team teaching, performance criteria and techniques for individualizing programs.

Now please place Transparency Number 6 on the overhead.

This transparency outlines the format for each lesson in the course. Each lesson is made up of six discrete parts, ranging from general concepts through evaluation criteria. Before beginning each lesson, the Adult Basic Education teacher-student should familiarize himself with each part of the lesson, paying particular attention to the specific behavioral objectives.

The behavioral objectives are written in terms of specific performances. They describe what the person studying the lesson should be able to accomplish when the lesson is concluded. For example, the specific behavioral objectives for this lesson are:

1. The teacher shall be able to indicate the six steps involved in the change process and describe orally the three steps covered by the self-instructional materials.
2. The teacher shall complete and score a diagnostic self-test or pre-test to determine his entering knowledge of the course content. The purpose of the diagnostic test is to help the learner determine which areas of the course curriculum he needs to concentrate on. In a sense, it is an effort to individualize this program.
3. The teacher shall be able to list six of the course divisions or units of study.
4. The teacher shall be able to list the four types of media aids used in the instructional package.

Special attention should be given to the "supporting materials" section in each lesson plan because it indicates what materials the learner should have available before the lesson begins. By making certain that all items in the self-contained package are available, the amount of shuffling of materials will be reduced and thus the time required to complete a single lesson will be considerably reduced. One also should take special note of the "enabling activities" section.

The instructional package is to be used for formal class instruction. Major presentations using the lecture method with transparencies or slides are appropriately handled via large group instruction. Other activities can best be carried out in small discussion groups--assuming that more than one learner is involved. Finally, the learner normally will find that some individual study time will be needed for reading selected bibliographical references or other materials.

At this time, please turn off the overhead projector and administer and score the self-diagnostic test. Correct it for a personal initial inventory. A similar test will be administered at the conclusion of the course work, thus registering the amount of gain between one's entering knowledge and understanding and one's terminal behaviors at the completion of the course.

This concludes the introductory lesson.

AWARENESS OF HUMAN NEEDS
Part 1

I. General Concepts

  A. The teacher shall become aware of the important characteristics which make up the "typical" ABE student.

  B. The teacher shall become aware of techniques for meeting the individual needs of the ABE student.

  C. The teacher shall be knowledgeable of the mitigating circumstances which have caused the ABE student learning difficulties in the past.

  D. The teacher shall complete a questionnaire to learn about himself as he would learn about the ABE student.

II. Behavioral Objectives

  A. Given a list of 20 characteristics the teacher will be able to select the ten which most likely characterize the ABE student.

  B. Given a list of six instructional strategies, the teacher will be able to select three most likely to produce desired results on the part of the learner.

  C. Given a student questionnaire (designed by the Louisiana State Department), the teacher shall be able to complete it.

III. Content

  A. Audio Tape

  B. Four transparencies:

    1. A map of O.E. Region VII.

    2. Characteristics of ABE Students.

Urban	53%
Rural	47%

Age 18-24	18%	38%
25-34	20%	
35-44	29%	62%
45-54	17%	
55-64	10%	
Over 65	6%	

Sex--Female 60% Male 40%

Educational Background

Grade Completed		
1-3	24%	69%
4-6	45%	
7-8	31%	

3. Main Differences in ABE Population Among States

State	% Male	% Female
Arkansas	40	60
Louisiana	29	71
New Mexico	44	56
Oklahoma	40	60
Texas	44	56

State	Potential No. Needing ABE (in thousands)	% Total Population Eligible	Present ABE Enrollment (in thousands)	% of Potential now in ABE	% of Drop Out
Arkansas	369	19	6	1.6	20
Louisiana	688	19	11	1.7	21
New Mexico	175	17	3	1.6	32
Oklahoma	365	15	5	1.5	15
Texas	1,500	14	45	3.0	30

4. Problem Areas

   a. Educational
   b. Health
   c. Vocational
   d. Finanacial
   e. Community
   f. Family
   g. Psychological

C. Questionnaire

IV. Supporting Materials

A. Audio Tape

B. Four Transparencies

C. Questionnaire

V. Enabling Activities

A. Teacher listens to audio tape and uses transparencies.

VI. Evaluation

A. Teacher is able to list ten factors which describe the characteristics of the ABE student.

B. Teacher is able to complete the Student Questionnaire.

C. Teacher is able to list three instructional classroom techniques which can be used with "typical" ABE students to generate desired results.

II

AWARENESS OF HUMAN NEEDS
Part I

Before beginning the various activities in this particular lesson, the adult-learner should be certain that all parts of the materials which are needed for the plan are ready to go. This particular lesson is divided into two parts; we recommend that one part be completed on one day and the second part be completed on the succeeding day. The narrator on the tape will indicate where the first part stops and the second part begins.

The lesson, then, will include the following general concepts:

A. The teacher shall become aware of the important characteristics which establish a profile of the "typical" ABE student.

B. The teacher shall become aware of techniques for meeting the individual needs of the ABE student.

C. The teacher shall be knowledgable of the mitigating circumstances which have caused the ABE student learning difficulties in the past.

D. The teacher shall complete a questionnaire to learn about himself as he would learn about ABE students.

E. The teacher shall become aware of cultural influences which have often resulted in learning problems because of teacher and student misunderstanding.

Specifically, then, behavioral objectives for this lesson are:

A. Given a list of 20 characteristics, the teacher will be able to select the 10 which most likely characterize the ABE student.

B. Given a list of six instructional strategies, the teacher will be able to select the three most likely to produce the desired results on the part of the ABE learner.

C. Given a student questionnaire designed by the Louisiana State

Department of Education, the teacher will be able to complete the questionnaire.

Now please place Transparency Number 1 on the overhead projector.

Before launching into specific similarities and differences about Adult Basic Education students, let us review the fact that the information for this course of study was put together as a result of a study conducted by ABE state directors in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The study resulted in the design for this course. Clearly, one of the important considerations was a knowledge and an understanding about the characteristics of the Adult Basic Education student in the various states. Incidentially, we should add that the states involved in the initial research study and in this follow-up course of study are all included in what is known as Region VII for the United States Office of Education.

While there are obviously some differences between Adult Basic Education students who reside in one state as opposed to another state, there are also many similarities between ABE students in the various states. It would be impossible at this time to isolate all factors which make the Adult Basic Education students different; so the purpose of this particular lesson will be to suggest some general correlating characteristics which can be identified and attacked by the Adult Basic Education teacher.

Now please place on the overhead projector Transparency Number 2.

Transparency Number 2 provides some valuable background information about the Adult Basic Education population from the national perspective. While the information is quite generalized, we unfortunately have relatively little additional information about the Adult Basic Education population. From a national point of view, 53 percent of the individuals enrolled in ABE classes come from urban areas, while 47 percent come from rural areas. We also note by way of the chart that 29 percent of the people involved in Adult Basic Education classes fall within the age range of 35 to 44. We also note that 62 percent of the people involved in Adult Basic Education are over 35 years of age. The chart also indicates that approximately 60 percent of the Adult Basic Education students at the present time are females while 40 percent are males.

Finally, the chart points out quite dramatically that the students who are now enrolled in classes have very great deficiencies in terms of academic background and achievement. The statistical data provided on this particular chart is intriguing; it becomes more interesting when attention is given to some of the underlying factors not mentioned. For example, the chart indicates that 69 percent of the ABE individuals have completed grades 1 through 6. While we know this to be the case, we still do not know at what achievement grade level the students were operating when they completed their formal educational study. At least two hypotheses which might grow out of this analysis are: (1) We might suggest that people who have completed only grade six have actually operated at a level of achievement lower than grade six, since low achievement may have been one of the reasons they dropped out of the formal classes in the first place. (2) On the other hand, the reverse may be equally likely, that is, after dropping out of formalized education at the sixth grade level, some students may have continued studying on their own and are now achieving far above that level. In either event, statistics point out quite emphatically the need to diagnose where students are along the learning spectrum, so that individualized programs for ABE students can be conceived and implemented.

There are a number of other interesting questions which one might ask on the basis of the data presented, and we recommend at this time that the tape recorder be turned off while those in the class take ten minutes or so to discuss some of the other ramifications of the statistics. For example, such questions as the following might be relevant:

1. Although 53 percent of the Adult Basic Education students are enrolled in urban programs, would the 47 percent listed suggest that those states with relatively large rural populations are doing an exceptionally good job of getting ABE students enrolled?
2. Did the figures, in terms of age, illustrate the fact that people change jobs a number of times during their lifetime and recognize the need for continued education?
3. Do the percentages relative to male and female enrollees suggest that we are still getting only at the "cream of the crop" type of Adult Basic Education student, and that we have failed to really get at the "hard core" ABE student who needs what is offered but is not enrolled in classes?

These questions and many others are certainly open to a great deal of thought-provoking analysis. When this discussion has been completed, please reactivate the tape recorder and place on the overhead projector Transparency Number 3.

Transparency Number 3 illustrates relevant data about ABE students in the various states involved in Region VII. Before continuing additional discussion about Transparency Number 3, we recommend that at this time the tape recorder be turned off so class participants can take a few moments to study the overall descriptive indicators such as: (1) the number and types of individuals involved; (2) those people in the state who are potential candidates for Adult Basic Education; (3) the percentage of the total state population eligible for Adult Basic Education instruction; (4) the present enrollment in ABE classes; (5) the percentage of the potential now enrolled in Adult Basic Education and, (6) the percentage of students who usually drop out once they have been enrolled. We are not suggesting that one state be compared with another in terms of effectiveness or lack of effectiveness, but we are suggesting that one observe the chart with the understanding that while there are some common problems within and among states, there also are a number of differences in Adult Basic Education students. The ability to get at these differences is often dependent upon the needs and recourses of a state and its citizenry and upon the quality of instruction the ABE students receive. Probably two or three minutes will suffice for the review which we recommend. When the review is completed, please reactivate the tape recorder for additional discussion.

By observing Transparency Number 3, one is able to see very quickly that the states involved in Region VII come fairly close to matching the percentage of males and females involved in Adult Basic Education nationally. There is no significant difference between Region VII states and the national standards. Some states, however, do deviate slightly. For example, Louisiana has a 71 percent female enrollment in Adult Basic Education classes. This is slightly more than 11 percent greater than the national average. We could go into a number of analyses which would draw comparisons between the various states with national averages, but it may be more profitable to discuss the appalling discrepancy between the number of potential Adult Basic Education students and the number actually enrolled in classes. This discrepancy shows up most dramatically in the next-to-last column on the table.

Obviously, there are many individuals who should be enrolled in Adult Basic Education programs. At best, we appear to be working with from

1 to 3 percent of those who potentially qualify for ABE classes. This situation is painful standing alone. But it also raises questions to which we need to be giving serious consideration in the days and years ahead. For example, if all potential ABE students decided to enroll in classes, would we have the necessary relevant curricular resources available for them? Would we have enough Adult Basic Education teachers to work with all the students? Another obvious question, certainly, is where to find financial resources to operate programs which might be needed. We must begin finding ways of pulling together the various scarce financial resources available from the Office of Economic Opportunity, the U. S. Office of Education, the Vocational and Adult Basic Education Divisions, the state tax agencies, and so forth. If we can do this, the resources can be put into powerful, viable and well-organized Adult Basic Education programs, thus reducing the number of isolated, fragmented approaches we have all observed at one time or another. The fragmented approach has a tendency on the one hand toward dissipating the energies of capable Adult Basic Education personnel, while on the other hand raising the aspirations of Adult Basic Education students, often causing them great frustration and anxiety when the "promised land" is not delivered. Understandably some students are more negative toward ABE after these types of experiences than they were before they became involved. Each of you, no doubt, can illustrate from your own experiences examples of this type of problem.

From the last column in the chart, one can see that we not only have had difficulty getting Adult Basic Education students to enroll in courses, but we also have had extreme difficulty in keeping them in classes. Although the dropout figures are considerably less than those figures usually quoted for students enrolled in the public school systems, the dropout percentage is considerably high when we realize that we are probably working with what might be called the "cream of the crop" of the Adult Basic Education students. In any case, the students who drop out of the Adult Basic Education classes are the same students who dropped out of many elementary and secondary programs. Quite likely some of the dropout responsibility must be placed on the student himself; but it behooves each Adult Basic Education teacher to continually reappraise his own knowledge, understanding and instructional techniques to ascertain whether the students are dropouts or pushouts.

We suggest at this time that you turn off the tape recorder and discuss some of the implications of the chart entitled "Main Differences of Adult Basic Education Populations Among States." When that discussion has been completed, please reactivate the tape recorder and place Transparency Number 4 on the overhead projector.

While it is important for us to understand that we are failing to reach a number of the Adult Basic Education students and that we are failing to keep some of the students in classes, it does little good to merely wring our hands and bemoan the fact that we just aren't reaching some people. Only by identifying some of the problems which the Adult Basic Education student faces and seeking solutions to these problems are we able to come up with suggestions for program improvements. From this kind of study, perhaps, we will be able to reach more needy people than we have reached in the past. Transparency Number 4 illustrates some of the areas of difficulty which have been identified as being particularly relevant for the Adult Basic Education student. For example, we know that the ABE student typically has not been able to operate at a very high level of achievement. Very often the Adult Basic Education students have serious health problems, nutritional problems result in serious learning retardation.

Some of the Adult Basic Education students come from the homes of the very poor where often there has been little to eat. As a result, they have suffered physical, psychological, and education set-backs. Additional problems could be enumerated. Rather than merely presenting these problems one after the other on tape, we suggest that those enrolled in the course involve themselves in two separate activities for the remainder of this session. First, divide up into small groups of no more than seven to complete two activities:

A. Enumerate at least three problems faced by the Adult Basic Education student in terms of each of the categories on the overhead transparency. Suggest problems of the ABE student that are not typical for other individuals in our society.

B. Discuss specific actions that might be taken in an attempt to overcome the areas of difficulty.

If the class is relatively large, and more than one group has been established, feed the ideas back into the total group. When these activities have been completed, please reactivate the tape recorder.

By this time, it should be clear to participants that there is a need to find out as much information about the Adult Basic Education student as possible.

Later in the course, we will identify some techniques which can be used to help in the placement of the student in Adult Basic Education classes. At this time, we are more concerned about general understanding of the student's many problems than we are about his specific placement in class activities.

With this in mind, then, we are suggesting that all participants complete the questionnaire which is included in the packet of materials. This questionnaire was initially defined and designed by the Louisiana State Department of Public Instructions. Some modifications have been made for use in this course. The activity of completing the questionnaire should help the participant understand what questions might be raised, and also give him some idea of the kind of thinking which an ABE student undergoes when he completes this or a similar document. The questionnaire will be used in the next lesson, so we anticipate at this time that all participants will complete the questionnaire. Completion of the questionnaire is the final activity in this session. The tape should be re-started when the questionnaire has been completed and participants are ready for the next part of this lesson.

AWARENESS OF HUMAN NEEDS
Part 2

I. General Concepts

A. The teacher shall engage himself in a five- or six-minute review

B. The teacher shall become aware of cultural influences that have an impact on learning problems.

C. The teacher shall discuss and review the "Student Questionnaire."

II. Behavioral Objectives

A. The teacher shall be able to interview another teacher using the "Student Questionnaire."

B. Given a list of six guidance and counseling focus areas, the teacher shall be able to provide some specific examples in which he can aid a student with a problem.

C. The teacher shall be able to list 10 characteristics of the "typical" ABE student.

III. Content

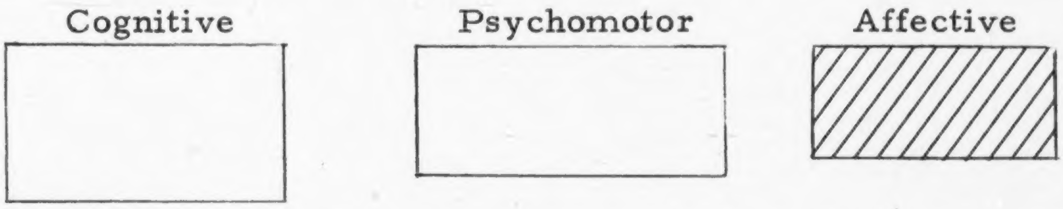
A. Student Questionnaire

B. Three transparencies (Numbers 5 through 7 in the lesson)

1. Transpaprency Number 5 lists the guidance and counseling focus areas:

   a. Cultural understanding
   b. Immediate reinforcement
   c. Tangible rewards
   d. Individually-paced programs
   e. Reduced group competition
   f. Increased understanding of self and fellow man

2. Transparency Number 6--What Thrust?



3. Transparency Number 7 lists some characteristics of the ABE student:

   a. Timid
   b. Unemployed

   c. Unaware of job opportunities and social services
   d. Non-competitive
   e. Unsuccessful in previous educational efforts
   f. Often transient

C. Film, "The Marshes of 'Two' Street."

IV. Supporting Materials

A. Audio tape

B. Three Transparencies

C. Questionnaire

V. Enabling Activities

A. Teacher listens to audio tape and views transparencies

B. Teacher views film

C. Teacher answers for self or in small group discussion with others the questions on the "Cultural Awareness" guide.

D. Teacher reviews questionnaire completed by a student or by another ABE teacher and conducts interview with the person.

VI. Evaluation

A. The teacher is able to review the questionnaire completed by another teacher and conducts an interview with that teacher.

B. The teacher is able to list six characteristics of a "typical" ABE student.

AWARENESS OF HUMAN NEEDS
Part 2

This is the second part of the human awareness lesson. Before beginning this section, let us take a few minutes to review information we have covered up to this point. With that review in mind, please place Transparency Number 2 on the overhead projector. You will recall that in the preceding lesson we discussed some of the parameters of the national Adult Basic Education programs. At this time, please place Transparency Number 3 on the overhead projector; remember we discussed some of the similar kinds of problems that exist in states in Region VII. States in Region VII are: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. In addition, we completed two other exercises: (1) We took a look at some of the problems facing the Adult Basic Education students and, (2) We completed a student questionnaire. This questionnaire is the type we might use to obtain general information about the Adult Basic Education student.

At this time, we would suggest that the overhead projector and the tape recorder be turned off and that 15 or 20 minutes be invested in exchanging information about the data on the completed questionnaires. One participant should interview another participant, using the questionnaire, so that each member in the group is interviewer in one session and interviewee in another session. We suggest that no more than 20 minutes be taken for this activity. When it is completed please place Transparency Number 5 on the overhead projector.

Transparency Number 5 illustrates some of the guidance and counseling factors which should be taken into consideration in any Adult Basic Education program. The transparency illustrates some of the variables which have been researched and found to be relevant; but more important, perhaps, the transparency also suggests some specific activities by the teacher which can help to resolve some of the problems.

Most of the Adult Basic Education students come from what might be described as the "Culture of Poverty." Moreover, many of the students come from ethnic backgrounds which do not reflect the values of the middle-majority population. Since most teachers come from the middle-majority value system, it is often important for the teachers to obtain as much background information as possible about the value systems of the students with whom they work.

Research on the use of contingency management with the Adult Basic Education student has illustrated the need for immediate reinforcement and tangible rewards. Many Adult Basic Education students, for example, consider the psychological concept of delayed gratification as being completely false. In other words, it is their opinion that if a bit of instruction is not going to help immediately with resolving the problems they face, they really are not very well motivated to undertake the necessary study. The notion of delayed gratification, then, is often refuted by those adult students who come from the "Culture of Poverty." The teacher must understand this. As a particular strategy in the classroom, there usually is a close relationship between how well a teacher provides immediate reinforcement and tangible rewards and how well a student performs. Tangible rewards could include money, gifts, or any number of different items which the student looks upon as being personally satisfying. A word of caution is in order. This particular action on the part of the teacher may be perceived as bribery; and indeed it might become bribery if the teacher does not determine ways to phase out contingency management items, so that in an individual learning schedule the student begins to learn because he wants to learn, rather than because he is being bribed to learn. Moving from extrinsic rewards to intrinsic rewards is a matter of individual pacing. As indicated by the transparency, individualized programs will permit fast or slow pacing for the students.

Another strategy which can be recommended is the elimination of the group competitive system, substituting competition with one's self. Traditionally, the Spanish-speaking culture and the culture of the American Indian suggest that it is inappropriate to try to outdo one's fellow man. If this is indeed the situation, then the teacher must determine ways to help the student compete with himself--indicating to the student his starting position and illustrating with tangible rewards and positive reinforcement how quickly the student can begin to progress in a given program. He is permitted to challenge himself rather than being forced to try to outshine his friend.

Finally, we would like to call attention to the fact that most of what we have done up to this point in Adult Basic Education has been directed at the cognitive development of the Adult Basic Education student. Well, this is certainly important; but we must recognize that it does not compose the entirety of any course of study. We are now beginning to realize that more and more importance should be directed at the affective dimension of learning.

Please take Transparency Number 5 off of the overhead projector and replace it with Transparency Number 6. Transparency Number 6 illustrates the thrusts which, up to this juncture in time, have been used in Adult Basic Education. One need only take a quick glance at the transparency to note that most efforts have been directed towards the cognitive development of Adult Basic Education students. Obviously, if a student cannot read, write, add, subtract, and so forth, probably he will have a very difficult time finding a vocation which will be both satisfying and financially rewarding. We know that there are basic kinds of skills which adults in our American society must have in order to meet the demands of most employers. We also know, however, that attitudes, understanding, dress, attendance, punctuality, and so forth, are all equally important factors. In practice, these concerns receive relatively little attention. So often there is such an emphasis placed upon learning that the Adult Basic Education student feels as if he is learning to add for the sake of adding, rather than for the sake of meeting some of the problems he faces. More of the same, whether it is adding or reading, is not likely to change attitudes of students.

We would suggest, too, that the Adult Basic Education programs in the United States are probably doing a more effective job of teaching the psychomotor skills than any other institution on the American educational scene. For example, most Adult Basic Education teachers have ecognized the importance of having ABE students use their hands and their minds in correlated activities. This is one of the reasons we see so many programs in business education, industrial arts, and home-making types of related activities. The learn-by-doing concept is very worthwhile for most learners, but particularly for the ABE students.

While we continue to emphasize in the cognitive dimension, we must also begin to devote some of our attention to the affective concerns of the individuals involved in the Adult Basic Education classes. The affective dimension focuses attention on understanding of self and understanding of one's fellow man. Man's positive relationship to man cannot be overemphasized.

Now, please place Transparency Number 7 on the overhead projector. Transparency Number 7 illustrates some of the characteristics which are typical of the Adult Basic Education student. The characteristics which we have listed on this transparency relate to all Adult Basic Education students without attempting to take a look at some of the ethnicity differences which are usually prevalent. For example, Transparency Number 7 shows the fact that most Adult Basic Education students appear to be timid, are usually unemployed or are operating or working at jobs which do not take into account some of the home and family variables that influence performance. The typical Adult Basic Education student is often unaware of both job opportunities and other types of social services in the community which might be of assistance to him. He seldom knows where to go or whom to ask to get answers.

Many Adult Basic Education students reject competition both from a cultural point of view and from their past experiences. They often reject this competition because of the many times in the past when they have ended up second best. Many ABE students are transient, bringing to class with them the concomitant problems of transiency. Considering these problems, it becomes quite apparent to the Adult Basic Education teacher that the task of helping the ABE student find his rightful place in society is not accomplished quickly or easily. If the task is accomplished, there likely will be more variables than just the classroom involved.

The characteristics which we have mentioned appear to be those elements which are consistent throughout our adult-student population. In addition to these characteristics, which we refer to as "Culture of Poverty" problems, there are also ethnicity differences which must be taken into account. A genuine awareness of ethnicity differences is an important asset to the ABE teacher. When one understands the varied and powerful environmental and socializing forces which have shaped a culture, he then can better understand the human product which he encounters in the classroom. If we are to be effective teachers, it is imperative that we concern ourselves with those traditional background factors which relate to the students with whom we are dealing. To appreciate fully the forces acting to shape any given ethnic group or any particular culture, it would be necessary for one to invest a great deal of time in studying the history of that group. And the truth of the matter is that few individuals, particularly teachers, can find enough time in a busy schedule for extensive reading and study of this type. Although there is no good shortcut to this type of understanding, one can partially compensate for the lack of a full knowledge of a culture by consistently accepting each student for what he is--a distinct individual. Therefore, in stressing the idea of ethnicity differences, we will not deal directly with problems of any particular ethnic group. Rather, we would like to emphasize the broader notion that every person, despite his racial, ethnic or social class heritage, is an individual and should be treated as one. This idea has been an active topic in educational circles for a long time, and most teachers feel that by now the point has been made. It may be, however, that in assimilating the idea to such a great extent, we have fallen into a trap, i.e., accepting the idea intellectually, but not expressing our acceptance behaviorally. By way of reminder that every individual is largely a product of his environment, we would like for you to view a film entitled "Diary of a Harlem Family." This film provides a poignant view of the plight of one family living in New York City's Black Harlem, seen through the photographs of Gordon Parks. Parks' story reveals an all-too-common tragedy: inadequate educational background, restricted job opportunities, a lack of food and adequate heating, the drinking of the father and the despair of the mother, and the hostility and violence that can result. The impotence of poverty agencies or others to help leaves the family's difficulties unsolved. As you view the film, keep reminding yourself that the situation portrayed is by no means confined to the geographical boundaries of black Harlem. Variances on the poverty theme exist by the literal millions throughout this country. Very likely some of the students in your ABE class are acquainted with conditions and life styles at least similar to those shown in Mr. Parks' film.

The film runs about 20 minutes. After viewing the film, the class members should break into small groups to analyze and discuss the following questions. The questions will be listed now, and you may wish to write them down so that you can answer them as discussion takes place. Because some of the questions are relatively long and complex, you may want to turn off the tape recorder while each question is copied.

1. How and where do we learn about other ethnic and socioeconomic groups?

2. Is there a difference in factors between what one might describe as the "Culture of Poverty" and what one might describe as "ethnic" differences? If there are common variables and if there are differences, how does the Adult Basic Education teacher determine which is which, and how does the Adult Basic Education teacher use instructional strategies consistent with poverty and ethnicity factors to help improve the performance of the ABE student?
3. Would it be helpful for the Adult Basic Education teacher to visit the home of the Adult Basic Education student? Is it possible that the ABE student looks upon most people who have "made it" with skepticism, embarrassment, and some suspicion? If this is the case, how can greater rapport be established between the teacher and the Adult Basic Education student?
4. Very often, the employer who works with ABE students needs considerable education himself. How can the ABE teacher help the potential employer understand the background and problems often faced by the ABE student? For example, how can the employer learn about some of the problems the ABE student faces at home--problems of educational background, problems of poor finances, problems of health, etc. ?
5. How can the ABE student himself begin to understand that people realize he does have problems, but at the same time expect him to invest every bit of his own potential in efforts to improve his own status?

After the film has been reviewed, break the class into small groups and analyze and discuss the questions just raised. When these activities are completed, they will constitute the completion of the lesson "Awareness of Human Needs."

DROPOUTS

I. General Concepts

A. The teacher shall be aware that persistent absenteeism on the part of the student may be considered as a sign of attrition.

B. The teacher shall be aware of possible reasons that the student might have for dropping out.

C. The teacher shall be aware of special techniques that could be used in encouraging the student to continue in school.

II. Behavioral Objectives

A. The teacher shall look for a pattern of persistent absenteeism which would give some indication of a potential dropout.

B. If the student is absent, the teacher shall:

1. Send him a postcard expressing the class's concern for him;

2. Give him a personal phone call, if possible; or,

3. Have one of his classmates contact him.

C. The teacher shall be able to list six reasons adults drop out of school.

D. When the student returns, the teacher shall have a member of the class ask him why he was absent last week. The teacher shall be careful not to make the concern appear to the student as a "threat" or as "scolding."

III. Content

A. Audio tape

B. Eleven transparencies:

1. A major symptom of potential ABE dropout: Frequent or continued absenteeism.

2. The Dropout--His Stated Reasons

a. "My babysitter didn't show up."
b. "I didn't have time."
c. "I was out of town."
d. "I couldn't make it."
e. "The bus didn't come."
f. "It was raining."
g. "The teacher talks too fast."
h. "My brother was sick."

3. Real Reasons--A Summary
    a. Comes from a low social and economic class.
    b. Has a pattern of previous school failure.
    c. Has difficulty with the English language or has a limited vocabulary.
    d. Is inhibited by fear of scorn.
    e. Has problems at home.
    f. Moves to another location where jobs are more plentiful.
    g. Expects immediate rewards from school and doesn't get them.

4. Some Prescriptions
    a. Help the student relax in class.
    b. Provide an atmosphere where he can talk if he wants to talk.

5. The Complainer
    a. "You don't give us enough help."
    b. "I think we should go on more study trips."

6. If language or limited vocabulary is causing the student to be depressed or uncomfortable, try:
    a. A friendly pat on the back.
    b. A compliment.
    c. A word of encouragement

7. What can you do to keep 3 out of 10 from dropping out?

8. RX--For Dropout
    a. Identify symptoms that precede dropping out.
    b. Seek student's reason for his behavior through sensitive, appropriate communication.
    c. Apply preventive techniques that reduce the cause and encourage the student to stay or return.

9. Reinforcement through summary.

10. When Seeking Reasons for Dropout, Do:
    a. Show sincere concern
    b. Tactfully seek the reason for absence
    c. Play up the absent student's class role
    d. If the reason relates to a school problem that can and should be changed--do it.

    Don't:

    a. Let your concern appear as a threat

    b. Scold or nag.
    c. Make a poor joke about the student's absence.

11. Transparency Number 11 shows an idea for a postcard.

IV. Supporting Materials

  A. Eleven Transparencies

  B. Tape

V. Enabling Activities

  A. The teacher trainer listens to the tape which is played as the teacher observes an overhead projector.

  B. The teacher shall send the absentee a postcard which says, "We missed you in class, and hope to see you again soon."

VI. Evaluation

  A. The teacher shall be able to list three techniques to use in encouraging the student to stay in school.

  B. The teacher shall be able to list six reasons students drop out.

III DROPOUTS

A recurring theme in this lesson will be the great differences between students. Of particular importance will be individual differences in emotional, social, and educational background so that we can better understand the high attrition rate and formulate plans to prevent such dropout rate.

At this time activate the overhead projector and place on it Transparency Number 1.

As tedious as it might seem, it is necessary to maintain accurate and detailed attendance records. It is in this manner that teachers can correctly determine who is consistently absent. Some teachers can "take roll" at a glance: others may be more methodical. But it is important to record absences so that they may be used as a point of departure for sessions. It is most important to record them accurately so that a student will not be erroneously accused of "being absent last Wednesday when we discussed this problem."

A frequently empty desk should alert the teacher that he is on the verge of losing a student. Maybe the class content is not what that particular student expected. Maybe it is the teacher's fault. Maybe neither the school, the course content, nor the teacher is to blame.

How good are you at identifying a potential dropout? Is it to be the lady with the smiling face or more likely the man slouched in his seat who seems to be showing no interest in the proceedings? Is she the quiet lady who always smiles when spoken to but never says anything? Or is he the inebriate that never seems to be quite with it? Can you tell that it is Monday because David is never here on Monday, and his seat is empty today? Major emphasis of this lesson, then, will be on combating dropouts by having the teacher understand the reasons students drop out and the presentation of possible methods of preventing dropouts.

Place on the overhead projector Transparency Number 2, "The Dropout--His Stated Reasons." In reading these reasons, keep in mind that in most cases the stated reason for dropout may not be the real one.

Many reasons given here are "acceptable" within the student's group and may be far removed from the real reasons for withdrawing. The reasons that the student verbalizes may be the reasons which he thinks the teacher wants to hear--and so they become acceptable reasons to him and his peers. It may be easier for a man to say that there is no public transportation in his area than for him to admit that he does not have the money to pay the fare. An unmarried woman who drops out because she is pregnant may say that she quit because she has a job. Attendance is generally bad during inclement weather, when many people do not have adequate clothing. A man who cannot grasp the meaning of the instruction would rather you consider him lazy or listless than ignorant. Here we might add to the list of dropouts' stated reasons shown on the transparency.

At this time, please turn off the tape recorder. For the next 15 minutes or so discuss reasons that have been given you by departing students. Which were real and which were "cover up?" You could also extend the discussion by categorizing these reasons as to fault, i.e., the school's fault, the teacher's fault, fellow classmates' fault, etc.

Reactivate the overhead projector and place on it Transparency Number 3, "Real Reasons--A Summary." Study the reasons given here and review the reasons given in the previous transparency. When you have studied them, please place Transparency Number 4 on the overhead projector, "Some Prescriptions." After noting these prescriptions, then turn off the tape recorder and the overhead projector for a 10 minute discussion on the reasons and prescriptions for dropouts. How can the teacher apply the prescriptions stated in Transparency Number 4 and others which he might have in combating attrition? When the discussion is over, reactivate the tape recorder. (At this time Transparency Number 4 should be on the overhead projector.)

It is your responsibility, ABE teachers, to know your students, to make your instruction palatable. You must remember that yours is not a captive audience. How you "perform" and what you present will determine whether you will end up delivering to an empty house.

Do not be afraid to deviate from the tradiational ways of teaching. You may want to divide the class into small groups so you can better identify individual differences. Small groups can add variety to the teaching process and benefit the teacher as well as the students. The students with more capabilities will not get bored and slower ones will not get discouraged. This is not to suggest that teaching at all times should be on a small-group basis. There are times--an experienced teacher can sense just when--that are just ripe for the unification of all segments into one large group. Here the students benefit from each other. The timid may actually feel free to ask questions of the more able who feel a rewarding satisfaction when they realize that they can help a fellow student.

Reflect Transparency Number 5, "The Complainer." Some teachers may view a complainer as another cross to bear. However, it would be wise to examine his complaints. Find out the true reasons for his unhappiness. He may be wanting to goad the teacher into getting him to drop out--thus strengthening his suspicions that nobody wants him in this class anyway. Give him a little extra time, and you may discover that if he has enough energy to complain, he has enough energy to learn. Channel this energy into something positive. Ask him for suggestions. "If you don't like how we're doing this, let us know how it might be done better." This little counseling service might be conducted in the semi-privacy of a coffee break--not necessarily in a formal, structured interview. Be brave enough to try a few of his suggestions and when one works, be quick to give credit where credit is due.

Reflect Transparency Number 6. One of the reasons for attrition may be the student's inability to function in the language of instruction. This may make him feel awkward; he may withdraw and become depressed and eventually see the natural way out of this uncomfortable situation. The teacher should be aware of special techniques that could be used in encouraging the students to confront their difficulties--overcome them--and thus remain in school. Much individual attention will need to be given to this type of potential dropout. A word of encouragement here, a complimentary pat on the back--these are very effective in showing the student that you care. These efforts should, of course, be sincere, genuine and not in the least condescending. Students will react negatively when they detect falseness in a teacher. A person's dignity is, rightly, a prized possession and none should play lightly with it.

At this time, please place Transparency Number 7 on the overhead projector. When dropout reasons have been determined; when potential dropouts have been identified; when you, as a teacher, are aware of possible reasons that students may have for dropping out; after you have become acquainted with special techniques that could be used continually in school; after you fully understand the general concepts of dropouts; what then? What are the Behavioral Objectives to be achieved by use of these General Concepts?

If it is true that ABE nationally is operating at a 33 1/3 percent attrition rate, what can the teacher do to that percentage? That is, what desirable Behavioral Objectives can be expected by proper application of the previously discussed General Concepts?

Reflect Transparency Number 8.

What are some suggested prescriptions for the prevention of dropout?

1. Identify symptoms that precede dropping out. This should be an on-going and concurrent function of the teaching process. When the teacher begins to feel a student slipping away, she should take quick and positive action to determine why. This emphasizes the need for the teacher to be thoroughly familiar with causes for drop out--and their symptoms.
2. The teacher should tactfully investigate the reasons for the student's negative behavior, and should seek to reach him through sincere and appropriate communication.
3. Once the cause is identified, the teacher should apply preventive techniques that reduce or counteract this course, and thus proceed to convince the student to stay in school or to return to school if he already has dropped out. A few of these techniques will be discussed in the sketches that follow.

Reflect Transparency Number 9, "Reinforcement Through Summary."

An effective teaching technique is the tried and true triad of preview, view, and review. Tell the students what you expect them to learn in specified segments of time. Teach to that end; and, finally, review your combined efforts to give the students a feeling of accomplishment. After a series of such steps it should be easy to convince the student that time spent in your class is worthwhile. At intermittent stages of the teaching process, remind class members at the beginning of the class they might not have been expected to accomplish a certain academic task, and that now it is relatively easy for them. In other words, remind them that they are learning and that continued attendance and effort will result in even greater achievement.

At this time show Transparency Number 10, "Do's and Don'ts When Seeking Reasons For Drop Out."

DO'S:

A. It is important that the teacher show sincere and genuine concern regarding a student's absence; but plain "intrusiveness" will not be tolerated by students. Be certain to clarify that your concern for this student's absence relates to him and to his progress in class.

B. If possible, tactfully solicit the reason for absence. Here again the informal approach at the coffee break will be useful.

C. Make the absentee's role as a member of the team an important one. He will be less likely to be unnecessarily absent if he is made to feel wanted when he is present. Care should be taken to utilize this technique on a serious basis. It should not degenerate into a child's play "we missed you" routine.

D. Probe into the reason for absence, and if it relates to a school problem that can and should be changed, CHANGE IT!

DON'T'S

A. Let your concern appear as a threat to the student.

B. Scold or nag the student.

C. Use poor judgment in ridiculing the student's absence. In other words, be on sure ground before you risk a poor joke such as

"Don't tell me you were at another out-of-town funeral!" It may be true and such a remark almost certainly would cause irreparable damage.

Before proceeding to the final stage of this lesson, it would be worthwhile to turn off the tape recorder and overhead projector and provide a 15 to 20 minute period for discussion which could serve as a summary of the content covered in this lesson thus far.

Reactivate the overhead projector and reflect Transparency Number 11.

In the event that the teacher's preventive efforts have not been effective with all the students, what should be done concerning students who actually have dropped out?

1. Send a postcard to the absentee. It may be addressed by the teacher, or it might be more effective if sent by the class as a collective effort. It may mean more to the student to have the class miss him and want him to return than to have the teacher do so.
2. Make a house call, that is make a personal appeal for the student to return. The teacher could, here too, have one or two class members accompany her.
3. Let individual members of the class contact the absentee. In other words, let him realize that people really do care.
4. If there appears to be the faintest hope of his return, be prepared to welcome him back when he does. Don't greet him with, "You've been gone so long I had dropped you from the rolls."

Turn off the overhead projector. Now, take time to test yourself on what you have learned from this lesson:

1. The teacher should be able to list at least six reasons students drop out.

2. The teacher should be able to list at least three techniques for encouraging students to stay in school.
3. The teacher should be wary of two "don't's" when seeking reasons students do not attend regularly.
4. The teacher should be aware of three "do's" in seeking reasons for absences.
5. The teacher should be aware of tell-tale symptoms of potential drop-outs.

For those who wish to widen their understanding of the dropout problem in ABE, reference is made to report resumes on pages S124, S129, S145, and S147 in the bibliography booklet in your packet. Page S124 lists "A Study of Dropouts from Adult Literacy Program." Page S129 lists "Drop-out Patterns In The New Hope Project." Page S145 lists "Guidelines for Teaching the 'Under-Educated' Adult." Page S147 lists "Some Dimensions of the Dropout Problem in Apprenticeship Training."

EMOTIONAL NEEDS OF ADULT STUDENTS

I. General Concept

A. The teacher shall be familiar with learned behavioral characteristics associated with the adults which reflect the unique ego needs of ABE students.

B. The teacher shall be aware of techniques which effect positive behavioral changes relative to the ego needs of the adult learner.

II. Behavioral Objectives

A. The teacher will be able to list and describe needs of the ABE student.

B. The teacher will be able to categorize the basic needs into:

1. Biological and social needs.

2. Emotional needs.

3. Higher order needs.

III. Content

A. Audio tape

B. Four transparencies

1. Outline of Human Needs by Abraham Maslow

a. The more primitive or "lower" needs must be satisfied first.
b. A person will not try to meet "higher" needs until his "lower" needs are met.
c. Maladjustment can occur if a person tries to satisfy a higher need before a more basic need has been met.

2. Biological and Social Needs

a. Oxygen, water, food and minerals
b. Temperature moderation
c. Safety:

(1) Adequate shelter
(2) Safe vehicles and safe working conditions
(3) Safety from injury, disease and illness

3. Emotional Needs

a. Security and dependency
b. Love and affection

        c. Sex
        d. Socialization

            (1) Family
            (2) Friends
            (3) Community

        e. (Expression of) Aggression

    4. Higher Order Needs

        a. Intellectual and curiosity
        b. "Self-Actualization"
        c. Artistic or Aesthetic

IV. Supporting Material

    A. Audio tape

    B. Four transparencies

V Enabling Activities

    A. The teacher will play the tape and view the transparencies

VI. Evaluation

    A. The teacher will be able to list eight needs of the ABE student

    B. The teacher shall be able to categorize these needs

IV EMOTIONAL NEEDS OF ADULT STUDENTS

Today, we are going to discuss the human needs common to all people. Naturally, we are concerned with the Adult Basic Education student, but he simple represents one of the many human beings with a range of needs which cover everything from the most basic survival needs to the very highest artistic needs.

It has often been said that the order of things ought to be "first things first." And so it is also with human beings, who must somehow exist while satisfying a great variety of needs, emotions, wants, and desires. But these needs and desires are not satisfied at random. It only appears that way because we do not take a close look at how they are satisfied.

The fact that there is such great diversity in human behavior sometimes leads us to believe that human nature is in many ways very, very different. Nothing could be farther from the truth. We hope to convey today the notion that human beings share a hard core of emotional, biological, and higher order of intellectual needs, but that these needs must be satisfied in a particular order.

Numerous studies have been made into the broad concept of human needs and different schools of thought offer various approaches to the subject. Our discussion today follows the outline of human needs suggested by Abraham Maslow. At this time, please place on the overhead projector Transparency Number 1, entitled: "I--Needs of ABE Students." It will be noted under "A" that the most important idea we must come to understand is that in almost every case the more primitive, or the so-called "lower needs," must be satisfied first. But, as will shown later, these so-called "lower needs" have the highest priority for all living organisms, not just for human beings. Under "B" we see that the individual will not try to satisfy or to meet, or sometimes even be concerned with, higher needs until his lower needs have been met. Under "C," we notice that maladjustment can result at times if the more basic needs--that is, the "lower needs"--have not been adequately met and an individual tries to satisfy higher needs. That is, sometimes an individual will try to jump a level or skip some important level in trying to satisfy a higher need. It is true that some people can do this successfully. However, the general rule is that the more basic needs will have to be satisfied first, and if they are not, there is a very significant chance that some maladjustment, or some other non-adaptive behavior, will result. There is no need to discuss Transparency Number 1, except perhaps to insure that everyone understands the notion of satisfying "first needs first." Go on now to Transparency Number 2 entitled, "Biological and Survival Needs."

The most obvious need that all living organisms have, and, therefore, humans have, is for oxygen. Very closely following that, all people need water at fairly frequent intervals, and at less frequent intervals, food. The nutritional adequacy of the food is extremely important. In the proper balance of food and nourishment comes the balance of vitamins and minerals which most middle and upper-class Americans take for granted. Recent surveys by the United States Congress have shown that literally millions of Americans today are grossly undernourished due to sheer poverty. As is often commented upon, most ABE students come from poverty situations. Therefore, even the most basic of needs, those dealing with food and with minerals, are of extreme importance in dealing with ABE students.

Again, most of us take for granted the fact that we should avoid extreme cold or extreme heat. This is so obvious we often forget that many individuals work in the fields, not in air-conditioned offices. Many people's jobs involve a great deal of genuine physical labor, and physiological fatigue sets in. We almost never think about the fact that the body works extremely hard when it is working in very cold settings. Extreme cold tends to debilitate and to not allow for proper working body temperatures, which means a violation of basic physical laws.

The third item is one which has a great deal of relevance to the ABE person. It relates to basic safety and survival needs. It is not unusual for an ABE student to lack adequate housing. Thus, he may be the victim of severe storms or of simply bad weather. Likewise, it is well known that the very poor and uneducated individual is less likely to take adequate care of the vehicles, such as buses, cars, trucks, that he utilizes, and that these often are not in safe working conditions. We also know that because of the lack of general knowledge--often to the point of literally being unable to read traffic signs--these individuals often have very poor driving and safety records.

Lastly, under safety, Maslow includes the notion that we should be safe from injury, disease, and illness in general. Again, the Adult Basic Education student is known to have higher disease rates simply because he often does not have good medical care. Not only does he not have good medical care available to him, but he often has poor knowledge of the disease process itself and may feel that a disease or illness he has is either incurable or untreatable, and therefore, may not even bother to go see a physician. We know that this gross medical neglect of individuals--from migrant communities for instance--is so bad and that disease so wracks their bodies, that their very life span is shortened. Although a 75-year life expectancy for the average middle-class American is taken for granted today, the migrant's life span is known to frequently be closer to the late 40's or early 50's.

As you can see, the biological and safety needs that most of us take almost completely for granted are not at all to be ignored in relation to the Adult Basic Education student. He often comes to class underfed, having been too cold or too hot, or plagued by a variety of illnesses, diseases, or other minor discomfitures associated with sheer poverty.

Now, please stop the tape. At this time, participants might profit from a short discussion--say, 15 minutes--of the many individual instances where, in looking back, the teacher has found severe deficiencies of nutrition, heating and cooling problems, housing problems, etc., in individuals who came to school injured or "bearing up" under some disease process. Point number 2: After describing these individual conditions, try to develop the idea that these problems will directly affect learning in ABE classrooms. This idea will become clearer as the next two transparencies are presented, but do not try to anticipate them. Simply discuss the notion that these very basic life-sustaining needs of all human beings are often violated because of the very low and meager subsistence level of a large proportion of the students who come to ABE classes. Example after example plus implication after implication should be developed until the notion of basic needs has been thoroughly understood by every member of the class.

Continuing the instructions, please view now Transparency Number 3, which is entitled "Emotional Needs." Our third transparency deals with emotional needs, and it is that area which is most familiar to the middle-class population in terms of problem situations. Stated another way, most middle-class teachers have difficulties which arise essentially at this level, and not from the level of mere sustenance of life and health.

We are all concerned with security, and well we should be, for we all need a minimum of security. By security we mean a minimum amount of job security, or knowing that we can stay in one house for an extended time, or knowing that the relationships we have with certain people are relatively stable. By security, we also mean the everyday dependency that we have upon each other as individuals. This has special meaning in the ABE classroom, for the individual from the poorer classes often has very poor security satisfaction, being often out of work or not knowing what is going to happen to him. He has to rely, therefore, on the relationships he has with his close friends and his relatives.

We come now to point "B," which has achieved its greatest prominence in recent decades. In prior days, love and affection were not considered to be as essential to individuals as they are today. It may be, in fact, that this is so because life was more difficult in past years, and people were more concerned with the more basic needs of survival and with keeping the body healthy and intact. Today, as more and more of us find that we have the more basic biological needs met, we find that we expect love and affection from individuals, especially those individuals with whom we have very close relationships, namely our wives, our children, our other kin and our friends.

Let us consider the basic family unit as we consider all five of the most basic of human emotions. Security, love, sex, socialization, and aggression are all included in this as a single interlacing and intertwining set of human reactions. Aggression or aggressiveness is considered a very human reaction. Aggression is not necessarily anger. Much aggressiveness is seen as being healthy. Note that the emphasis has changed from anger to aggressiveness or aggression. Aggression is healthy; anger is sometimes healthy and sometimes not; but evidence of aggression means that an individual is willing to take positive and vigorous action to solve the problems that are besetting him.

Man can at times become frustrated and thus need to become aggressive, as, for example, whenever any of his love needs or his security needs, or his sexual or socialization needs are not satisfied. But probably even more important, an individual should feel that he can be aggressive when his basic biological and survival needs have not been met. For example, if an individual has to work under the most stringent of field conditions, such as in very hot weather and for very long hours, you might reasonably expect him to become angry--if, indeed, he is not too fatigued. Likewise, if he knows that a truck is in an unsafe condition, he has every right in the world to become angry, for he correctly anticipates that perhaps something will happen and he will be injured.

Whenever a person's security needs are frustrated, we often see him become extremely aggressive and exceedingly hostile. We also say that a person "is very insecure," but this is not the thing which we are referring here. Here we refer to the basic and legitimate security needs of home, job, and personal relationships. When we speak of an individual's being "insecure," we simply are stating that he is insecure in an excessive manner, and we usually are addressing ourselves to the excess.

Socialization needs are often seen as the socially-approved way of satisfying the other needs. We "use" people to give us personal satisfactions in terms of security, of sexuality, of affection. Stated in another way, it is through other people that we satisfy our basic emotional needs. Thus, the frustration of socialization needs is an exceedingly important element to be considered. It is often the case that an ABE class is one form of socialization for many of its students, and its importance in this regard should never be underestimated. If anything, socialization should be encouraged.

Stop the tape here for 20 minutes or so and discuss in considerable detail how most middle-class individuals concern themselves to a much greater degree with the emotional needs of security, love, sex, socialization, and aggression. Several things need to be pointed out for discussion:

1. Social needs are a reflection of the other four emotional needs plus the biological ones. So a good point of discussion is how social needs and interaction needs between people are used to satisfy the four other basic emotional needs. Also discuss the difference between how individuals behave solving their social needs relative to solving their biological needs and relative to their other emotional needs.
2. Discuss also: The different emphasis on needs among social classes should be immediately apparent. Most middle-class individuals, as noted earlier, are concerned with the emotional needs, while many ABE students are concerned more with those more basic needs. Discuss the implications of this difference for the classroom, especially in terms of what teachers expect from their students.
3. Another possible area for discussion is the healthy use of aggression.
4. We may want to discuss how sexual needs are often impossible to meet because of extreme fatigue, as for example, in the laborer who comes in from the fields. After all, if an individual is physiologically fatigued or exhausted, he will not even be concerned

with sexual needs, again, a thing that most people take pretty much for granted.

Now view Transparency Number 4 on the overhead projector.

Here we have the "Higher Order Needs," as they are sometimes called. Note that it is only at this level--and only here does it even begin--that the ABE schooling process first appears. We assume the children come prepared for intellectual gain and that all youngsters are basically curious and willing to learn. We have tended to make the same basic assumption about adults, including ABE students, namely that they come full of intellectual drive and are curious about knowledge and want to gain it as rapidly as possible. While it is totally true that some adults are, we must become aware that intellectual needs and curiosity needs usually can be satisfied only after the more basic needs have been relatively well met. It is true that we often find starving intellectuals, or starving artists, but this does not usually take into consideration the plight or the discomfort of the individual. More about this later.

Notice that in point "B" we have placed the phrase "Self-Actualization" in quotations, because it is one of Maslow's coined expressions. Our American middle-class ethics teaches that we must all try to "get ahead." This notion is not always accepted by everyone. Some people seem satisfied to simply keep their present status, neither gaining nor losing. However, Maslow feels that within every human being there is the need for self-improvement, a need to somehow emerge as a better person. Although "Self-Actualization" should occur in every human being whose more basic needs have been met, it is often the case that true actualization occurs only when an individual is encouraged to rise above the everyday existence that he may have endured for many years. It is here that the ABE teacher must assume a role beyond the mere "imparter of knowledge." Many an ABE teacher may be able to see individuals in his class who have greater amounts of individual drive or apparently greater needs to somehow "better themselves." However, especially if you are teaching classes with a large percentage of individuals from the poverty class, a great deal of actualization is not often encountered. There is a danger in this last statement, inasmuch as often the perception of an individual "not wanting to get ahead" may be a false stereotype on the teacher's part. It will take careful consideration, in speaking to students as individuals, before we can make this determination. All we are trying to say here is that if some people are not particularly willing to work very hard, and are satisfied with an ABE equivalent of a "gentleman's C," then the teacher should not be particularly distraught. Obviously there are many exceptions to this generalization, but it should be considered here in terms of needs rather than in terms of values.

The last and highest need, according to Maslow, is that which develops our basically artistic, or as he calls it "esthetic," needs. He calls attention to the fact that all through the ages, man has had art, music, various forms of architecture, or other forms of self-expression which are artistic in character. He thus feels that, other things being equal, all human beings can have some form of artistic expression. This last need does not usually concern the ABE classroom and is stated here only to complete the listing of Maslow's rank order of needs. However, it may be that perhaps the teacher himself can be artistic in his presentation and thus have an interaction between his own intellectual, self-actualizing and artistic needs.

At this time, please stop the tape recorder for about a 15 minute discussion. Since most of the emotional needs of most middle-class teachers--that is the individuals attending this session--have been met, (1) Discuss how intellectual, curiosity, self-actualization, and artistic needs operate in some teachers but not in others, and how these can all be brought to bear to increase the productivity and the creativity which can occur in the class. (2) Relate how at times even creative teachers feel bad physically or emotionally and thus are unable to function well intellectually or to be as vigorous or as interesting as they are when they are not ill or emotionally upset. (3) Discuss how some of you teachers, yourselves, have in the past added a bit of the self-actualization and artistic component to your teaching practices. Maslow feels strongly that artistic and self-actualization needs go very much hand-in-hand, and that art does not necessarily mean works of art. For example, he cites a good quarterback as creative, or a housewife who regularly gives her family new and different meals, or a housewife who likes to make new dresses, as being totally creative people. He does not see creativity and self-actualization as being only the works of a Beethoven or a Michelangelo. (4) Review, if you have time, the entire set of biological, emotional and higher order needs, and remind yourselves that unless the more basic needs have been met, it is increasingly difficult for the person to function effectively at higher levels. Discuss especially: If the biological and emotional needs have not essentially been met, the intellectual and curiosity needs, which are so prevalent in the classroom, can hardly be expected to be realized.

DOMESTIC PROBLEMS AFFECTING PERFORMANCE

I. General Concepts

A. The teacher shall be aware of several domestic problems faced by the ABE student.

B. The teacher shall become aware of the relationship between various domestic problems and the effect of those problems on the overt and covert behavior of ABE students.

C. The teacher shall be knowledgeable in methods of remediating domestically related problems.

II. Behavioral Objectives

A. The teacher will be able to list four domestic problems that affect the ABE student.

B. The teacher shall be able to identify three ways in which the domestic problems affects the student's behavior in class.

C. The teacher shall identify from a check list four methods of remediating domestic problems of the ABE student.

III. Content

A. Two audio tapes

B. Two transparencies

1. Domestic Problems--School Problems

   a. Son has run away
   b. Kids in trouble with the police
   c. Drinks too much
   d. In debt--doesn't know how to spend wisely
   e. No transportation to class
   f. Unable to get a babysitter
   g. Children involved in a fight
   h. Works long hours--tired

2. Points for Discussion

   a. What domestic problems have you observed in your classes that affect school performance?
   b. What techniques have you used to remediate the problems?

   Procedure:

   a. List one domestic problem you have observed. Describe the problem and briefly state what you did to reduce it.

b. Select a group leader. Give this leader your unsigned papers. The group leader will select three or four problems and read them aloud to the group. Discuss:

(1) Was the problem a common one?
(2) Was the solution appropriate? Why or why not?
(3) Was there a better solution? If so, what?

IV. Supporting Materials

A. Two transparencies

B. Two tapes

V. Enabling Activities

A. The teacher will view the transparencies and listen to both tapes and hold group discussions.

VI. Evaluation

A. The teacher shall be able to identify five domestic problems that affect the ABE student's performance.

B. The teacher shall be able to write three ways in which she can help the student overcome his problems.

V DOMESTIC PROBLEMS AFFECTING PERFORMANCE

A purpose of Adult Basic Education is to modify the behavior of the student in a manner to help him cope with, among other things, domestic problems. In this lesson we will consider the effects of domestic problems on the performance of the Adult Basic Education student in his educational endeavors.

The concepts, suggestions and ideas included in this portion of the program deal with the identification of some domestic problems and how they may be handled. The general concepts are:

A. The teacher shall become more aware of the various domestic problems faced by the ABE student.

B. The teacher shall become aware of the relationship between various domestic problems and the effect of those problems on the overt and covert behavior of ABE students.

C. The teacher shall be knowledgeable in methods of remediating domestically related problems.

The specific behavioral objectives are:

A. The teacher will be able to list four domestic problems that affect the ABE student.

B. The teacher shall be able to identify three ways in which the domestic problems affect the student's behavior in class.

C. The teacher shall identify, from a check list, four methods of remediating domestic problems of the ABE student.

Please place Transparency Number 1 on the overhead projector.

Typical of the problems reported from participating states are those you see projected on the screen.

a. Son has run away.

b. Kids in trouble with the police.

c. Drinks too much too often.

d. In debt--doesn't know how to spend wisely.

e. Has no transportation to class.

f. Is unable to get a babysitter.

g. His children were involved in a fight.

h. He works long hours and is often too exhausted.

These domestic problems turn out to be school problems. If you stop to think of the excuses given by some of your absent students, you will recognize that the ones projected before you are very similar to or identical with the ones you have heard from your students. How can a mother study her lesson when she is concerned about her three-year-old child whom she left with the next door neighbor or with her older child who is only ten-years-old. It is not possible to keep the Adult Basic Education student interested in class when his 12-year-old has been arrested by the police for sniffing glue or smoking pot.

These and many other factors are ever-present in the lives of many of our ABE students. We can argue that not all the students face the same problems, which, of course, is true. However, more times than not, the students who do face serious problems at home drop out at higher rates than those who do not face such problems. These are the hard core; these are the three out of ten who drop out after a few classes; these are the 98 percent we are not reaching. It is for these students that we must make our programs more flexible.

Certainly, you may or may not have exactly these problems, but we as teachers are very much aware of competing influences in our classrooms. Sheer force of teaching cannot overcome these competing influences;

therefore, we should spend enough time to become more fully aware of the situation. Awareness allows us to deal more effectively with solutions.

Take five minutes to list three problems from your own experiences, different from those shown on the screen. After five minutes, a group discussion should be held, at which time the three additional problems of each individual will be compiled into a group list which will serve two purposes:

1. Emphasize the similarities of problems among participants.
2. Emphasize differences of problems among participants.

Also, keep the following points in mind:

a. Do you recall individuals from the Culture of Poverty who have simplified a complicated social notion?

b. Discuss anecdotes from individuals in the middle class regarding how their own conversations with people from the Culture of Poverty reflect feelings of loss of control over nature, institutions and people.

c. Discuss how anyone in the group would feel if he did not know what job, if any, he would have within the next week. How would it affect his whole life?

Leave the overhead projector on and continue to reflect Transparency Number 1 during the discussion. After you have finished the discussion, reactivate the tape recorder.

The teacher should be able to guide the student at times when the student finds himself confronted with a problem. Not only should the teacher be aware of agencies which might be helpful to the students, but he also should know some techniques to apply in the event an agency cannot be contacted.

If a student is not meeting performance criteria because of home problems, how can the teacher improvise or become essentially a substitute for the referral agencies? The teacher should show some genuine concern for the student. He should find out as much as possible about the problem and give the student encouragement. It is during the period students are confronting difficulties that they generally decide to drop out. So the teacher must be very careful not to help the student make up his mind to leave by scolding him because he did not answer the questions correctly, or because he was absent. We cannot emphasize enough how important it is to find out the cause of the problem, and only then try to do something about it.

You the teacher can play a very important role in solving some of the ABE students' problems if you establish genuine rapport with them. We must keep in mind that you probably are the only person not from the Culture of Poverty who has shown any interest in helping. This interest in itself can open great avenues of communications between you and the Adult Basic Education student. He will then be able to confide in you enough so as to take your advice. And it is here that you must capitalize in giving advice. Since you have his trust, he should take advice from you without too much hesitation.

At this time place Transparency Number 2 on the overhead projector.

For the next 15 minutes, a class discussion should follow covering the following points:

1. What domestic problems have you observed in your classes that affect school performance?
2. What techniques have you used to remediate the problems?

PROCEDURE

1. List one domestic problem you have observed. Describe the problem and briefly state what you did to reduce it.
2. Select a group leader. Give this leader your unsigned papers. The group leader will select three or four problems and read them aloud to the group. Discuss:
    a. Was the problem a common one?
    b. Was the solution appropriate? Why or why not?
    c. Was there a better solution? If so, what?

Leave Transparency Number 2 on the overhead while the discussion is being held. After the discussion, turn off the tape recorder and place on it the tape by Dr. Grant Veen, "What the Adult Basic Education Student Learner is Like." Listen to the tape and for the remainder of the lesson, discuss the content of Dr. Venn's comments.

COMMUNITY STRUCTURE IMPACT ON ILLITERATE ADULTS

I. General Concept

- A. The teacher will be aware that the student's community involvement is limited.
- B. The teacher will be aware why the ABE student does not bother to involve himself in community affairs.
- C. The teacher will be aware of how a student is viewed by the remainder of the community.

II. Behavioral Objectives

- A. The teacher will be able to identify ways in which the student could become more involved in community affairs.
- B. The teacher will be able to list five reasons the adult basic education student does not participate in community action.
- C. The teacher will list five negative views of the community toward the ABE learner.

III. Content

- A. Audio tape
- B. Four transparencies
  1. Negative Community Views of ABE Students
     - a. They're all ignorant
     - b. They're all lazy
     - c. They're all on welfare
     - d. Their homes are dirty
     - e. They have no culture
  2. No Feeling of Power.
     - a. No power of the vote
     - b. No power to change
     - c. No power to improve
  3. Reasons for Non-Participation in Community Affairs.
     - a. Doesn't believe in the power of one vote--his.
     - b. Believes politicians run things regardless of what the people want.

  - c. Doesn't believe he is smart enough to contribute anything of value to civic groups.
  - d. Doesn't see the value of teachers and parents meeting to discuss problems.
  - e. Works long hours and is too tired to attend any kind of meeting.
  - f. Doesn't know what is going on in the community.
  - g. Doesn't keep up with community affairs.

- 4. Channels for Participation in Community Affairs
  - a. Parent-Teacher Association
  - b. Community Action Programs
  - c. Register to vote
  - d. Civic Clubs (Lions, G.I. Forum, etc.)
  - e. Church activities
  - f. Activist groups (NAACP, LULAC)
  - g. Local level politics (precinct, ward and county)
  - h. Militant ethnic groups

IV. Supporting Materials

- A. Audio tape
- B. Four transparencies
- C. One paper, "The Culture of Poverty"

V. Enabling Activities

- A. The teacher will view the transparencies and listen to the tape.
- B. The teacher will read and discuss the paper, "The Culture of Poverty."

VI. Evaluation

- A. List how the ABE learner can be involved in community affairs.
- B. List the reasons most ABE students do not participate in community affairs.
- C. Give five negative views that the community has toward the ABE student.

VI. COMMUNITY STRUCTURE IMPACT ON ILLITERATE ADULTS

It must be kept in mind that the Adult Basic Education student has many factors going against him which too often keep him from school. Among these, we find that one of the hardest things for the student to overcome is the role which the community imposes on him.

At this time, please activate the overhead projector and place on it Transparency Number 1, "Negative Community Views of the Adult Basic Education Student." Transparency Number 1 illustrates a generalization of negative views from the community toward the ABE student. These are:

1. ABE students are all ignorant, so why bother about them?
2. All ABE students are lazy.
3. They are all on welfare.
4. Their homes are dirty.
5. They have no culture.

Look at the total framework and see if you have not heard these remarks before--yes, even by teachers in the Adult Basic Education program. The Adult Basic Education student wants to better himself and wants to be understood. Right, he cannot read, but perhaps that is no fault of his. Since he does not have a job, he must be lazy. But, how can he work when no one will hire him, and if he is hired, he will only get menial jobs with menial wages. They're all on welfare! How else can they support their family and pay the rent? Their homes are rundown--it takes all the money to feed and support the family. How can they afford to buy the paint to fix up the house? They have no culture. Every group has its own culture, theirs is the "Culture of Poverty." The Adult Basic Education student is a non-reader, knows very little math, doesn't socialize as much as the middle class majority, but has a life of rich, first-hand experiences that can be matched by few educational experiences.

By and large, the community has these and other negative views of the Adult Basic Education student. This is one of the reasons we are working with a mere three percent of the total ABE potential population.

Our endeavor, then, is to make an effort to change these attitudes, both in students and in the community. We can expect the latter to be considerably difficult, but it can be done through the students themselves.

At this time, turn off the tape recorder. Included in this lesson is a short but very descriptive paper on the "Culture of Poverty," written by Dr. Edward Casavantes. Take 10 to 15 minutes to read the paper. Once you have finished reading it, take another 10 to 15 minutes to discuss the paper and any other questions you might have concerning the materials covered thus far. After the discussion, reactivate the tape recorder and place on it Transparency Number 2.

Since the Adult Basic Education student generally does not participate in politics, the politician does not concern himself with meeting his demands. This, to a certain extent, is only logical. The politician, by and large, first meets the demands of those who put him into office, and then, if time and conditions permit, he can act to meet the demands of the non-voters. Naturally, since the ABE student is not truly aware of what powers he possesses, he does not get the benefits.

What better and more effective way to teach our ABE population about civic matters than to teach him to participate in selecting the civic officials who will make the rules and policies by which he has to live in the future. We must make him aware of what his potentialities are. Make him aware of the importance of ONE VOTE.

A good way of letting him appreciate the importance of one vote is to hold "mock elections" in the class. Also there are many city, county, and state officials who can be brought into class and make presentations about civic affairs. Usually each community has its "League of Women Voters" whose purpose is to register voters and give information about the different candidates.

At this time please place Transparency Number 3 on the overhead projector.

Transparency 3 states the following reasons the Adult Basic Education student does not participate in community affairs:

a. He doesn't believe in the power of one vote--his.

b. He believes politicians run things regardless of what the people want.

c. He doesn't believe he is smart enough to contribute anything of value to civic groups (his educational level embarrasses him.)

d. He doesn't see the value of teachers and parents meeting to discuss problems--he actually doesn't trust the teacher.

e. He works long hours and is too tired to attend any kind of meeting.

f. He doesn't know what is going on in the community. He doesn't keep up with community affairs.

We can clearly see that the ABE student has little or no trust for the teacher, the politician or other officials. He is a person who is totally misunderstood and ignored. We, as teachers, must educate and change his attitudes. We must teach students to take an active part, vocal participation in the educational development of the community. Teach him to compare the educational set-up of his community school with a different and more prosperous section of the community. The ABE teacher must help the student to see the differences in the various schools and make him understand that only through local and community pressures does a school get its necessary needs.

At this time, turn off the tape recorder and for the next five minutes discuss the ways in which the adult student can be made aware of the various ways in which he can exercise the potentialities that he has. What, for example, can the ABE student do to obtain better streets in his neighborhood? Make the discussion realistic--one that the student can see and appreciate.

After you have finished your discussion, please place Transparency Number 4 on the overhead projector.

Transparency Number 4 shows a list of possible channels for participation in community affairs:

Parent-Teacher Associations
Community Action Programs
Register to vote
Civic Clubs (Lions, G.I. Forum)
Church Activities
Activist Groups (NAACP, LULAC)
Local Level Politics (precinct, ward and county)
Militant Ethnic Groups

The ABE teacher can open all of these avenues to the student by providing the necessary reading materials and discussions in the class regarding many of these organizations in the community. It is not necessary to deal only with the organizations close to the student, but bring in articles found in the newspaper and other news media to the attention of the class. Why not bring in a person actively involved in any one of the groups mentioned in the transparency?

Another way to bring discussion into the class and have complete class participation among the students is with a bulletin board which can be used to display newspaper articles that deal with the community. The articles can be read by the students and after the article has been read, the class can hold a general discussion of the information in the article.

Now, turn off the overhead projector and let's do review some major points.

In Adult Education the public, as well as some teachers, have tended to make several false assumptions about the adult student attending adult basic education. The public has accused the adult student first of all, of being a welfare recipient, so naturally, he is called lazy. True, many of our students are members of the low income category, but the whole idea of basic adult education is to help the person who did not have the advantages of getting an education in his childhood.

More often than not, the adult in basic education is pictured as a member of a specific ethnic minority group. One has only to look at the illustrations in the textbooks published in adult education to get this impression. Many middle-class students also feel a need for educational improvement, but fail to attend classes because of the image "community attitudes" have given to students attending adult classes.

The women in class are classed as promiscuous or immoral--most likely "living with another man." These families only produce more children and our welfare rolls increase. Isn't this the picture many of you have received of the adult student? He is poor and cannot read; therefore, the public believes that his views do not count. Sure, he cannot read, but that does not mean he cannot understand. He now has the use of television, gets interpretation of the news, and can now begin to think for himself.

Look at all of the community's views on the ABE student. How many of these apply to your student? If he were lazy he would not be in your class; he is poor and that is unfortunate, but he is trying to better his situation through ABE. He cannot read, but he is trying to learn to read and to understand. He has no culture--the community may not try to understand his culture, but he has more experience than he is given credit for having. He cares for his children and may be attending adult classes to learn some means of communicating with the younger generation.

What are the reasons for all these misconceptions of the ABE student? He lives in a poor area, he is paid low wages, his children get into trouble because there are not enough recreational facilities for them, and the home environment does not encourage "staying at home."

Now, please put Transparency Number 2 back on the overhead. What are the reasons for non-participation in community affairs?

Since his vote is called upon once every two years, the ABE student does not understand the power of his vote. Politicians still control the under-educated and poor, despite efforts of Adult Basic Education. The ABE student is called to meetings in the community, but because of his educational shortcomings, he is embarrassed to contribute to any form of discussion. He has no feeling of power.

The ABE student feels that he is a very small speck in the power structure of his community. His vote is equal to zero. He is remembered on election day and forgotten the following day. Does he have the power to change and does he have the power to improve? One of the reasons for adult education is to change the attitudes of the adult student.

Once he is channeled into the adult classes, his attitudes may change and he may begin to feel that he, too, can play a significant role in the community.

How will this work? Through. . .

a. Involvement in the affairs of the school.

b. Involvement in the affairs of his church.

c. Involvement in the community action affairs of his area.

d. Involvement in the political affairs of his voting division.

e. Give him a reason for speaking his mind regardless of the educational level of the group.

At this time, turn off the tape recorder and for the remainder of the period, discuss any question you might have in mind.

REFERRAL SERVICES AVAILABLE TO THE ABE STUDENT

I. General Concepts

A. The teacher shall be aware of referral services available within the community.

B. The teacher shall be knowledgeable of referral procedures and information necessary for referral.

C. The teacher shall understand when referral services are necessary.

II. Behavioral Objectives

A. The teacher will be able to identify one basic referral service and its function in the areas of family planning, health, finances, legal, vocational, and educational.

B. The teacher shall be able to identify six steps in the typical referral process.

III. Content

A. Audio tape

B. Two transparencies:

1. Six Steps in the Referral Process:

   a. Analyze the student's needs
   b. Determine what is available and best fits the student's problem
   c. Discuss with student
   d. Contact an agency and discuss problem
   e. Assist in making application and help the student keep appointments
   f. Follow-up

2. Suggested Referral Agencies

   a. Refer students whose children are in trouble to the appropriate agency:

      (1) School Counselor
      (2) Youth Services Department
      (3) Youth Counselor
      (4) Attendance Officer
      (5) Probation Department
      (6) School Social Worker

b. Refer students who are having financial trouble to:

(1) Welfare Worker
(2) Bank financial adviser
(3) Legal Aid Society

C. Seventeen slides dealing with the following topics:

1. Family planning agencies

2. Health

3. Finances

4. Legal

5. Vocational

6. Educational

IV. Supporting Materials

A. Two transparencies

B. Audio tape

C. Seventeen slides

V. Enabling Activities

A. Teacher will play the tape and view the transparencies and slides.

VI. Evaluation

A. The teacher will be able to identify one basic referral agency and its functions in the areas of family planning, health, finances, legal, vocational, and educational.

B. The teacher shall be able to identify six steps in the typical referral process.

VII. REFERRAL SERVICES AVAILABLE TO THE ABE STUDENT

In this lesson we want to impress upon the ABE teacher that another guidance function he is capable of handling is that of a referral agent. Quite often your ABE student may show, through his overt behavior, that he is troubled, beset by problems that plague him or his family--problems that will fester until someone knowledgeable of referral services available steps in and guides the student to a solution.

This lesson, therefore, includes the following general concepts:

A. The teacher shall be aware of referral services available within the community.

B. The teacher shall be knowledgeable of referral procedures and information necessary for referral.

C. The teacher shall understand when referral services are necessary.

Specifically, then, the behavioral objectives for the lesson are:

A. The teacher will be able to identify one basic referral service and its function in each of the following areas as they relate to the Adult Basic Education student:

    1. Family Planning
    2. Health
    3. Finances
    4. Legal Aid
    5. Vocational
    6. Educational

B. The teacher shall be able to identify six steps in the typical referral procedure. The six steps are:

    1. Analyze for need.

2. Determine what is available and what best fits the problem.
3. Discuss with the student.
4. Contact agency and discuss the problem.
5. Assist in making application and help keep appointments.
6. Follow-up.

C. The teacher shall know when and how to make a referral to the appropriate agency.

In this lesson we will have two presentations. The first will be a tape-slide presentation listing some of the possible referral agencies which can be utilized by the Adult Basic Education student. The second will be a tape-transparency presentation. In the tape-slide presentation, the narrator will indicate when the slide should be changed. At this time, turn on the slide projector and show the first slide: Basic Referral Services.

Many problems confront the Adult Basic Education student and affect his classroom performance. Reports from the five states in Region VII place emphasis on these six major areas.

Next slide (2), please. FAMILY PLANNING: Here is a problem area that must be handled very delicately by the ABE teacher. The sensitivity of problems related in Family Planning requires that strong rapport exists between the teacher and adult student. Religious attitudes and social proprieties must be respected. Next slide (3), please.

Planned Parenthood--World Population (PPWP), a voluntary health agency, offers a program of family planning services at various clinics throughout the country. PPWP also publishes and disseminates materials on various reading levels and in several languages, either free or at a nominal cost. The U. S. Department of Health, Education, and Welfare, through several operating agencies, also contributes to the goal of responsible parenthood. Some of these agencies are: community mental health centers, public welfare departments, children's bureau, social and rehabilitation services, health services, mental health administrations, and so forth. Next slide (4).

In or near almost all Adult Basic Education centers are community health centers and county or district offices of Health and Social Services (Welfare Departments), private or volunteer clinics, family physicians, etc. (At this point, 10 minutes might be taken for a general discussion of other possible agencies in your local area that offer services in family planning. When you have completed this discussion, continue with the slide presentation.)

Next slide (5). HEALTH: Next slide (6). Many of the agencies that were mentioned as giving service in family planning also function in the area of health problems (community or county health centers or clinics, welfare offices, private or volunteer clinics, family physicians.) Next slide (7). Besides these, health services also are offered through the auspices of various anti-poverty programs, by church groups, fraternal organizations and many national organizations such as the American Red Cross, Cancer Society, Heart Association, Muscular Dystrophy, Multiple Sclerosis. In addition, in many areas various agencies, operating under the United Fund, offer services in health problem areas. Next slide (8), please.

Here again, you as ABE teachers, should keep in mind that a problem that affects an ABE student may be a problem encountered by some other member of his family--his children, his spouse, his parents. In the health area for example, an ABE student may be troubled because his child needs glasses or is doing poorly in school because of other health problems, or an ABE student is worried because his elderly parents need nursing care.

Again, turn off the tape recorder and carousel and spend about 10 minutes discussing other health areas that may present problems to ABE students and discuss other agencies available to help. Here, if available, a consultant from the Welfare Department, Health and Social Services Department should present a talk on the various services offered by these departments. If no representative from the agencies is brought in, a group discussion should be substituted. A question and answer session should follow, with participants paying particular attention to some of the fallacies in regard to welfare recipients, i. e. Why should I work when I can get welfare to support me? People on welfare don't want to work. Most women on welfare are promiscuous. Most people on welfare "don't give a damn about their kids." Most people on welfare make more money than we do.

Next slide (9). FINANCES: The Welfare Department (called the Health and Social Services Department in some states and the Department of Public Assistance in others) offers financial aid through several programs. Next slide (10). Some of these categories are old age assistance, aid to families with dependent children, aid to the blind, aid to the disabled, and in some states, general assistance or emergency assistance to needy families with child problems. If the financial problem encountered is for immediate and pressing needs, various church groups and fraternal and social organizations maintain funds for this purpose. Here again they vary from locale to locale. In some areas that are components of various anti-poverty programs, block workers and neighborhood federations band together to help people in financial trouble with food, gas, clothing, and so forth.

Financial problems occasionally can be the reason an ABE student finds himself unable to function effectively in class, because of the pressure of over-extended credit, bill collectors, mounting medical bills, salary garnishment, threat of bankruptcy, and so forth, and this can cause our student to suddenly drop out.

Next slide (11). While the services available will vary from locale to locale, many organizations do offer financial advice on these problems--welfare case workers, bank financial advisors, legal aid society, credit unions.

The National Consumer Finance Association, Household Finance Corporation, the Educational Division of the Institute of Life Insurance, the Better Business Bureau, and the federal government all publish free or inexpensive materials at various reading levels which could be put at the disposal of the ABE student.

If the financial problem smacks a "fraud," then local agencies such as the Better Business Bureau, the district attorney's office, the nearest office of the Federal Trade Commission or the state attorney general's office could be contacted. (Spend about 10 minutes discussing the financial problems of the ABE student and agencies available to them.)

Next slide (12), please. LEGAL AID: In some areas the Legal Aid Society offers legal advice at little or no cost for those in need. Also, as a component of some anti-poverty programs, free legal advice is offered. Still another resource is the state attorney general's office. Next slide (13).

In addition, knowing the names, locations, and functions of juvenile judges, district courts, detention homes, magistrate and justice of the peace courts, probation and parole officers, city police, sheriffs, district attorneys, etc., can prove beneficial in referring adults to the proper authorities. (Here a consultant from one of these areas could be called in to explain some of the services offered.)

Next slide (14). VOCATIONAL: In many areas, the ABE teacher will find it quite a chore to keep up with the latest developments in this area, especially with the advent of various anti-poverty training programs as they vary in number, scope, size, in different locales. Next slide (15), please. Some vocational training and job opportunities are offered by MDTA, Operation Mainstream, JOBS, Jobs for Progress, SER, CEP, WIN, NYC, New Careers, etc.

Here the ABE teacher's knowledge and interest in local affairs can be drawn on for employment opportunities, requirements, skills needed and work attitudes--information that can be passed on to the ABE student.

Next slide (16). EDUCATIONAL: In this area, problems many times can be dispelled by utilizing the services of school counselors, ABE counselors if your program has them, representatives from colleges, technical schools and vocational schools. Next slide (17), please.

Some educational problems may also be financial problems. Again, most of these same people and agencies are available, are knowledgeable in these related areas, and possess information on the innumerable grants, aids, loans, scholarships, and work-study programs that might be available. Also educational-financial areas are sometimes answered by advice and policies of the welfare department, social security administration, veteran's service commissions, and other governmental entities. Special agencies for education, for example, include the Bureau of Indian Affairs, Division of Vocational Rehabilitation and Special Education.

All of you could list agencies in your state or locale which were not mentioned in this lesson. The major problem encountered here, which we have reiterated several times in this lesson, is that the agencies themselves vary in size and scope of services from state to state and community to community.

This is the end of slide-tape presentation. Now take five to ten minutes to review the materials just covered.

Keep the following questions in mind:

1. What agencies are used most by your students?
2. How can an ABE teacher become aware of all the many referral agencies available to his students?

Once the discussion has been finished, activate the overhead projector and place on it Transparency Number 1, "Six Steps in the Referral Process" which should help to guide teachers in making referrals when necessary.

1. Analyze the student's needs. Here the key is "rapport." No amount of questioning and probing will elicit responses from the students regarding personal problems if rapport has not been established between the student and teacher. Make the student feel that you are interested in his welfare and are trying to help him. If you, as an ABE teacher would feel inadequate in a particular situation or with a particular student, perhaps some other member of the ABE personnel team could offer suggestions.
2. Determine what is available and best fits the student's problem. Again, if you feel inadequate in this area, ascertain the collective knowledge of the ABE team and utilize services of counselors of any of the agencies given before.
3. Discuss the problem with the student. Here, care must be taken that the problem is seen by both you and the student in the same perspective. Your advice on how to best handle the problem may be totally unacceptable to the ABE student. Again, he may have other resources at his disposal or he may have other people advising him on the problem, so this step could avoid duplication of efforts.

4. Make contact with an agency and discuss the problem. It would be an impossible task for the ABE teacher to maintain up-to-date information on all the various agencies to which a student might be referred. Here the teacher's knowledge of a few key people in the more frequently used agencies can be of great benefit.
5. Assist in making application and help the student keep appointments. After the first four steps have been completed, the entire process can and in many cases will, stop if the teacher does not take the fifth step. Human nature being what it is, Step 5 becomes the critical stage. If left alone at this point, many students (and we teachers, too) begin to rationalize and procrastinate--and meanwhile the problems compound.
6. Follow-up. The natural interest for the ABE student by his teacher dictates that the teacher follow-up on the referral to a certain success. If in going through the process, the problem uncovers other problem areas, then perhaps another referral is necessary.

Please place on the overhead projector Transparency Number 2. Transparency Number 2 lists some suggested referral agencies which are available to the ABE student. Add to this, your own list and for the remainder of the period discuss the various ways in which you as teachers can act as liaison contact between student and agency.

Throughout this entire lesson "Referral Services Available to the ABE Student," we have made no mention of "confidentiality." While we said a little earlier that "rapport" was the key word, "confidentiality" is no less a key word. In all phases of the referral procedure, the teacher must be certain that the confidential nature of the problem is maintained. There is no quicker way to destroy "rapport" than to violate the ethics of "confidentiality."

Referrals not only provide help to the needy adult, but also cast the teacher in the role of someone who really cares for the person.

EDUCATION OF ABE STUDENTS
Section A

I. General Concepts

A. The teacher will be aware of approaches for individualizing instruction.

B. The teacher will be reminded that students are different and that each should progress at his own pace.

C. The teacher will be knowledgeable of programs around the country that might be useful as resource centers for information and materials.

II. Behavioral Objectives

A. The teacher will be able to draw and write-up conceptually a schema which describes how a program of individualization can be organized.

B. The teacher will be able to list four programs around the country that have aspects of individualized programs and describe the salient parts of these programs.

III. Content

A. Audio tape

B. One transparency:

1. Operational Steps for Innovative Programs

    a. Awareness of Problem
    b. Gathering Relevant Information
    c. Specification of Expected Performances
    d. Identification of Available Resources

        (1) Human
        (2) Financial
        (3) Facilities

    e. Adoption of New Program
    f. Evaluation

C. Slide presentation which illustrates various ABE programs in the country that have organized instruction on an individual basis.

IV. Supporting Materials

A. Audio tape

B. One transparency

C. Slide and tape presentation

V. Enabling Activities

A. Teacher will listen to the tape and view an overhead transparency.

VI. Evaluation

A. The teacher will be able to draw a diagram and write up briefly those elements included in an individualized program.

B. The teacher will list four programs around the country that are using individualized approaches and indicates what each program is stressing.

VIII EDUCATION OF ABE STUDENTS

Section A

Up to this time in our course of study, we have pointed to a number of problems which relate directly and dramatically to the Adult Basic Education teacher and student. We should point out at the same time, however, that a number of teachers and administrators of Adult Basic Education programs throughout the United States and abroad are making valiant efforts to identify the most crucial problems and then attacking those concerns for which priorities have been assigned. This lesson will focus on some of the problems and the concomitant efforts to resolve those problems being made in ABE here and now.

The general concepts to be covered in this lesson are:

1. Approaches that may be utilized when individualizing instruction.
2. Understanding that students are different and that each student progresses at his own pace.
3. Knowledge of programs around the country that might be useful as resource centers for information and materials. If after one assesses his own needs and resources and discovers that others already may have initiated activities resolving similar problems, perhaps we can stop "reinventing the wheel."

Specifically, the behavioral objectives to be accomplished during this lesson are reflected in the following:

1. The teacher shall be able to draw and write up conceptually a schema which describes how a program of individualization can be organized.
2. The teacher shall list four programs in the United States that have aspects of individualized instruction and the teacher will describe the salient parts of the individualized program.

(Please, at this time, make certain that the supporting materials which accompany this lesson are available. This includes one transparency and a Carousel tray of slides which should be placed on an automatic slide projector.)

At this time, please place Transparency Number 1 on the overhead projector.

While almost every innovative program has approached a particular problem from a unique vantage point, a study of innovative programs at the elementary, secondary and adult basic education levels has shown some consistency as far as those steps which are taken by various personnel to resolve problems. These steps are illustrated by Transparency Number 1. For example, once problems have been identified by the teacher, school system, or outside agencies, one is then able to determine what specific performances are expected of individuals--teachers or students--and then to define these performances operationally. Probably the most difficult part of the whole task in terms of bringing about the desired performances is identifying those specific performances required. Once the performances have been identified, one is able to diagnose where the teacher, class, or whatever other element is being studied, really fits along the defined dimension toward the desired performances. This diagnosis helps those involved to know where they want to go and how they want to progress. After diagnosis, one must consider what resources are available to help bring about the desired developmental process. Typically, educators have the tendency to identify only dollars. Often we fail to identify those other human resources which are available in a given community, as well as other types of facilities that might be available at little or no cost to the user. For example, volunteer aides can often be used to provide human input. Carpenters and gasoline station attendants from the community often will come in as volunteer personnel to work with other adults in Adult Basic Education programs. It is usually helpful to both the employer, the system, and the ABE student to bring in employers to help them understand some of the problems faced by the ABE students. Facilities and resources other than those within the four walls of the school should be used whenever possible. There are no principles of learning which indicate that instruction must take place at the "school"--learning may take place anywhere and there are probably some alternatives which we have not considered up to this point.

In terms of financial resources, foundation support or other types of grants are becoming increasingly more attainable through Adult Basic Education programs and these avenues of support should continue to be explored.

In addition to seeking outside resources, considerable thought should be given to the topic of redeploying those existing resources to see if better articulation and utilization of staff and materials can be made. For example, if one teacher is teaching essentially the same topic to three or four classes during the day or the evening, it might be possible for the teacher to teach all the students at one time with certain types of information, essentially redeploying personnel energies so that additional tutorial and small group work can be accomplished. The ability to redeploy existing resources is not always easy, as there is usually the tendency to stick with the status quo because, as many educators often say, "That's the way we've always done it."

Finally, definite evaluation criteria should be established to determine what progress has been made toward the desired objectives. Unfortunately, probably the biggest void in American education, across the board, is in the whole field of evaluation. Often, evaluation consists of analyses suggesting that people "feel" better about a program, or that "method 'A' appears to be better than method 'B'." Seldom has specific performance criteria been used to evaluate whether or not we have reached the performances desired. This act requires considerable thinking, and thinking requires time. We argue strongly that required thinking process is extremely important from two points of view:

1. We will be better able to avoid perpetuating something which we know is not working.
2. If something does work, we can share it with others and help to eliminate the "reinvention of the wheel syndrome" that is so prevalent in American education.

At this time, please turn off the overhead projector and activate the Carousel slide projector putting Slide Number 1 on the screen. The slides about to be seen indicate some of the problems being faced by those involved in Adult Basic Education as well as efforts being made to overcome those problems. For each slide there will be a few phrases of commentary.

Next slide, please. Slide Number 2 illustrates the types of people involved in Adult Education, including all the various age categories. Even though we can see plainly that people are different, we have had the tendency to concern ourselves with groups of people rather than with individuals. The self-contained classroom, in which the teacher is expected to be all things to all students at all times, is terribly outmoded. With the population and knowledge explosions, and the different learning abilities, the concept of "group" learning on all things no longer is viable. We should begin to incorporate technological advancements which release the teacher on the one hand and provide greater individualization on the other hand.

Next slide (3), please. For example, in this slide, the language master unit is being used by a student to improve vocabulary and speech patterns. The teacher may give assistance, but the student often works at the machine while the teacher provides tutorial assistance to others.

Next slide (4), please. Education authorities are beinning to recognize the need to eliminate or minimize most of the lecturing which has taken place in the past. By using programmed instruction materials or by having the teacher advocate small group study, the lecture method has been reduced considerably.

Next slide (5), please. Unfortunately, not all classes have been changed. Teachers, for example, still have the tendency in classrooms to seat students in rows and to continue the verbal lecturing. This approach, we feel, may have been one thing which probably helped to "drive" students out of the classroom in the first place. If this is the case, the technique being used here is not likely to change the students' attitudes about school.

Next slide (6). Earlier, we pointed out that more than 60% of those enrolled in Adult Education classes are females. This picture clearly illustrates the need to consider the possibilities of individualizing instruction. If instruction were individualized, it would be possible for each student to move ahead at his own pace--permitting the fast to move ahead as quickly as possible, and enabling the slow to move ahead without being subjected to pressures that could be unfair.

Next slide (7). Many schools, based upon research conducted by educational psychologists, have identified ways in which students have become more involved in the process of learning. A general principle which has been followed is that anything the student can do by himself, he should be encouraged to do. This may mean working at the blackboard, working on machinery, or looking up information in the library. Certainly, the quote "learning by doing" may be even more appropriate for the adult learner than children.

Next slide (8), please. The motivation behind attendance in class is something which should be given careful attention by the teacher. New diagnostic tools, interviews, techniques, questionnaires, and other approaches are being used in the more imaginative programs throughout the country to find out as much as possible about the background of the people being served as well as the motivational factors which must be taken into consideration as a student moves through an individual learning cycle. The Adult Education program in San Diego, California, does a particularly good job at this.

Next slide (9), please. A well-known ale advertisement describes the drab, everyday occurrences of life itself, and suggests that excitement can be put into everyone's life. A technical, vocational institute in Albuquerque also believes that excitement should be added to the lives of the students. In an effort to get at this, they have brought some drama coaches and speech consultants into in-service programs to help the teachers find new ways to help keep students motivated. Note particularly in this slide the dramatic expression and the gestures being used by the teacher to keep the students tuned-in. Note, too, the location of the students' desks. Rather than the teacher being apart from the class, the teacher, when the desks are located in this fashion, is indeed a part of the class.

Next slide (10). Some schools are beginning to use "team teaching" for motivation purposes. In these schools, students are matched with each other so they can assist in the learning process rather than, perhaps, competing with each other. This simple kind of arrangement also can be used when one student is acting as a tutor for another. We might add, parenthetically, that this is also a good way for ethnically different groups to learn more about each other. The Adult Basic Education program in San Francisco is particularly good at this technique.

Next slide (11). Someone once said, "he learns best that which he teaches." In the adult basic education class depicted here, each student is given the opportunity to teach at least one part of the lesson to the class. When one has the responsibility for presenting information, he is more likely to invest his time, energy and thought in the preparation of the material. The use of visual aids, charts, and so forth are particularly helpful in this kind of an arrangement.

Next slide (12), please. While many efforts have attempted to focus on the educational development of the student, there are clear indications that much attention must be given to the teacher as well. In the teacher training program, illustrated here, conducted by the Southwestern Cooperative Educational Laboratory in Albuquerque, representatives from minority groups were brought into the training program so the Adult Basic Education teachers could learn more about the "whys and wherefores" of instances of militancy. The opportunity to "hear it like it is" and to react is often a valuable experience for teachers. Sometimes we have had the tendency to avoid hard-nosed, pressure groups. But the educational history of our country suggests that the day of non-involvement has come and gone; the people will be heard. "Practice" with some pressure groups seems to be appropriate.

Next slide (13). An Adult Basic Education program in Chandler, Arizona, has found an interesting technique to diagnose individual learning styles. For example, the entering Adult Basic Education student is asked to read certain passages from selected materials. As he reads, he is video-taped, as illustrated by the control room picture. Following his reading, the reading specialist works with the adult learner to review the reading difficulties. Some few months later a new tape is made of the same performance so the student is able to see his individual progress.

Next slide (14), please. Many adult basic education programs, including those in the Eastern states such as New York and New Jersey, are finding ways to use Adult Basic Education students as teacher's aides. For example, this student from a program in Newark, finds great satisfaction as a teacher aide. The assistance provided to the teacher is most helpful, and research has indicated that students learn as much--perhaps more--under this type of activity as when immersed in cognitive studies.

Nest slide (15). Role playing for Adult Basic Education teachers appears to be a very helpful technique. This picture illustrates how role playing can be used by teachers to prepare them for such activities as visiting homes, facing unpleasant encounters, and so forth. Reactions provided by those outside of the field of education are often particularly helpful. Obviously, this type of activity requires considerable self-confidence on the part of the teacher. This type of interaction can become extremely anxiety-producing for the naive or prejudiced individual.

Next slide (16), please. Some ABE programs are finding greater and greater use of programmed materials. The programmed learning thrust took a serious setback some years ago as a number of badly written programs were put on the commercial market. When these were not accepted by students and teachers, some general opinion was that all programmed instruction was badly developed. Today, there is recognition that some materials are both relevant and appropriate. Some of these are listed in the Resource Bibliography which accompanies this course.

Next slide (17). Adult Basic Education teachers, like others in education, have often failed to take advantage of available technology. Individualized courses for Adult Basic Education teachers on the use of audio-visual equipment, as illustrated here, are becoming more widely available. Specific information about this type of course is available from the Superintendent of Adult Basic Education programs in Hagerman, Idaho.

Next slide (18), please. New techniques are being explored to get instructional ideas out to all Adult Basic Education teachers. For example, The University of Texas in Austin has designed a technique whereby certain basic education teachers can be brought to a centrally located station for instruction. They, in turn, go back to their state or local situations and subsequently teach other teachers. Building on a network which initially involves approximately 40 teachers, this system provides instruction for nearly 3,500 ABE personnel. Efforts continue to find more efficient and effective teacher education programs. The University of Texas at Austin is one of the leaders in this field.

Next slide (19). The next two slides illustrate how mobile vans are being used as devices to get at some of the "hard-core" individuals who live in rural areas--places not easily accessible to Adult Basic Education programs. The mobile van pictured here is used in the Willard, Estansia, and Mountainair areas of New Mexico. Basic English, basic electronics and basic math are taught to the students who use this mobile van. Next slide (20). While the mobile van helps to get at some of the "hard-core" adult basic education students, it, in itself, is not the sole answer. New and better ways must be found to help motivate the students, and certainly considerable attention must be given to the question of relevant curriculur materials.

Next slide (21), please. Many Adult Basic Education teachers are beginning to write curricula of their own. For example, in the Adult Basic Education program at Fort Lauderdale, Florida, a number of learning packages have been put together. These programs are called LAP, Learning Activity Packages. Each Learning Activity Package is designed to help teachers help students to identify specific needs, to determine appropriate places of entry along the learning spectrum, and to progress at his own pace. Information about these Learning Activity Packages is available from the Nearad Project in Fort Lauderdale.

Next slide (22). If individualized programs are to become a reality, teachers must find time to work independently and individually with students. This picture illustrates how a teacher is helping a student with self-assessment. By having commonly agreed upon criteria, this task becomes far more simplified. Information about this type of program is available from the Adult Basic Education program in Poway, California.

Next slide (23). The State of Vermont has initiated both an ETV (Educational Television) and Commercial Television approach to Adult Basic Education. Materials are made available to the public via the television medium. In addition, the University of Arizona in Tucson is developing some English as a second language video-tapes which should be ready for widespread distribution in about two years. This picture illustrates the control room in a commercial television station over which the prepared video-tapes are played.

Next slide (24), please. The next few slides illustrate how technology is becoming increasingly important to Adult Basic Education students and teachers. This slide, for example, illustrates how a computer-assisted instructional system can be used in Adult Basic Education. We know, for example, that it is possible for students in Mississippi and Louisiana to take reading from a computer in Palo Alto. We know it is also possible for students in Albuquerque to take math from a computer located at The University in Austin, Texas. The point is, the CAI alternative is now here; we still need considerable soft-ware added to the total system, and action needs to be taken to make the program provide greater cost-effectiveness. But, the technology is truly available.

Next slide (25). Students in Adult Basic Education classes can learn to use the computer as a powerful learning device. The computer is particularly helpful when considerable drill-work, such as in mathematics is required.

Next (26). Considering the fact that most adults change jobs about five times in their lives, the opportunity to become knowledgeable about the data processing field is very appealing to many people. This adult student is learning to read a print-out and will go from this class to full-time employment in data-processing.

Next (27). Adult Basic Education programs are beginning to recognize the need to relate instruction to practice. Some Adult Basic Education programs are beginning to insist that some teachers have on-the-job experiences so they can gain a greater understanding about the jobs in which Adult Basic Education students are either now employed or will be employed. This picture, for example, shows the teacher and the student working together as a team; not only does the teacher learn about different types of tasks, but he also often gains a great appreciation of the student's high level of intelligence in non-academic areas. Catell, one of the great IQ designers, said that this type of practical intelligence may be more important than the typical type of intelligence measured on IQ tests. The argument has been raging for years, and we are not likely to diminish the argument today; certainly, the point about helping the teacher learn about the student's activities is quite clear.

Next (28). One program in Arizona has established an adult basic education program whereby students are trained to do specific kinds of jobs--and they are rewarded financially for these jobs. This same type of alternative is available in a program in Los Angeles, California. These programs not only help to get the students placed on the jobs, but they provide follow-up services to help the students in terms of upward mobility and continued educational experiences. As a matter of fact, the employers even provide the Adult Basic Education program with financial assistance in order to obtain the type of personnel so desperately needed. From our point of view, only when Adult Basic Education programs have been able to establish an economic base are they likely to reach their maximum potential.

Next (29). Tutorial assistance is very important to adult basic education learners. Assistance can be provided not only at the school but also at home. For example, some programs have initiated aid projects in which adults volunteer to meet in the homes of the ABE students, to provide assistance in courses of study.

Next slide (30), please. Tutorial assistance can also be provided by the teacher in the school. For example, in the institution pictured here, study carrels are available for independent work by each student. As the teacher assigns responsibilities to the student, each student has the opportunity to work on those matters particularly related to him. A study carrel is provided both by wet study carrels with electrical outlets and dry study carrels. The student begins to recognize the importance of having a place of study which he can call his own, whether this place is at home or at school.

Next slide (31). Adult Basic Education programs are beginning to do more and more work toward helping the Adult Basic Education teacher understand the historical and cultural backgrounds of the people with whom they are working. Although relatively few films and other visual aids are available, some media sources may be obtained from the United States Office of Education, the National Education Association, and the film center at Indiana University.

Next (32). When teachers have had an opportunity to consider the backgrounds of ABE students, it is often helpful to ask psychologists, sociologists, anthropologists and others to discuss factors which influence the learning or the lack of learning for the Adult Basic Education student. The program illustrated here is located in Albuquerque and individuals from various disciplines provide input for Adult Basic Education teachers.

Next (33). This slide indicates how we have had the tendency to measure achievement in terms of time, rather than in terms of performance. For instance, we have discussed semesters of typing, years of a foreign language, and so forth.

Next (34). Rather than taking this tack, we need to be considering achievement in terms of performance. For example, if we are describing performance for typing, we should become more concerned with words typed per minute and errors per assignment, than the actual number of days, nights, hours and so forth spent in class. Performance is determined by specific behavioral objectives. The UNIPACS designed by the

Kettering Foundation in Dayton, Ohio, and the Learning Activity Packages designed by the Adult Basic Education crew in Fort Lauderdale, are examples of performance vs. time measurements of achievement.

Next (35). We are beginning to find more and more total packages available for adult learners. These total packages include pre-tests, programmed materials, slides, video-tapes, teachers manuals, post-tests and so forth. We must continue to devote considerable attention to kinds of learning experiences at all levels of education.

Next (36). We now realize the Adult Basic Education student must jump a number of hurdles. The obstacles along the path to success are not easy to overcome. Those depicted on this slide are only a few. Not only must the Adult Basic Education teacher be concerned about the hurdles, but he must continue to get at resolutions of the problems.

Next slide (37). The old idea that you can get the horse to water but you can't make him drink is undoubtedly true. It is often extremely difficult to get the Adult Basic Education student to class and to motivate him to study. While we in education have the tendency to underplay publicity, only by giving considerable attention to public relations and dissemination about program information are we able to encourage Adult Basic Education students to come out of their homes to get involved in educational activities.

We have taken time to review these slides in an effort to illustrate some of the problems faced by teachers of ABE students and to illustrate some thrusts being made to overcome the problems. Much remains to be done, but people in Adult Basic Education are hard at the task of overcoming problems faced by the students they serve.

The class may wish to review some of the programs presented in this lesson. Similar programs undoubtedly can be initiated at the local level.

Please turn off the slide projector. The conclusion of the class discussion session will terminate this lesson.

EDUCATION OF ABE STUDENTS
Section B--Parts 1 & 2

I. General Concepts

A. The teacher will become familiar with techniques to individualize the instructional program.

B. The teacher will become familiar with different evaluation techniques.

C. The teacher will become familiar with the possibilities of team teaching in Adult Basic Education.

D. The teacher will become familiar with different types of instructional modes.

E. The teacher will become familiar with the concept of micro-teaching as a technique for improving instruction.

II. Behavioral Objectives

A. The teacher will be able to design and discuss the elements included in an individualized instructional program.

B. The teacher will be able to list four types of evaluation in addition to the typical paper and pencil evaluations.

C. The teacher will be able to list types of instructional activities appropriate for large group instruction, small group instruction, and independent study.

III. Content

A. Audio tape

B. Six transparencies:

1. Developmental Process

   a. Performances
   b. Diagnosis
   c. Resources
   d. Development and Initiation of New Program
   e. Evaluation

2. a. Large group presentation

      (1) Lecture
      (2) Blackboard
      (3) Overhead Projector
      (4) Films, slides, audio tapes
      (5) Video tapes and television

b. Small group presentation

(1) Discussion

c. Independent study

(1) Reading
(2) Programmed Instruction
(3) Teaching Machine
(4) Filmstrips, tapes, slides, films
(5) Television projects

d. On-The-Job Training

3. The student's beginning point in the course is determined by diagnostic test information.

4. What we have done and what we should be doing:

From	To
a. Tests as punishment	a. Evaluation as stimulant, a humane guide to continued growth and learning
b. Measurement by paper and pencil tests	b. A variety of education techniques
c. Memory of the facts	c. Focus on curiosity and inquiry
d. Narrow range of behaviors measured	d. Evaluation of cognitive, affective and psychomotor behaviors
e. Evaluation only by the teacher	e. Self-evaluation

5. Options for Individualized Instruction

a. Time-Frame Variation
b. Team Learning
c. Plus or Minus One or More
d. Variable Credit
e. Multiple Entry--Exit
f. Open Transcript

6. Teach-Conference-Reteach

IV. Supporting Materials

A. Audio tape

B. Six transparencies

C. Slide-tape presentation

D. Three written articles:

  1. "Innovative and Dynamic Instructional Approaches in Adult Basic Education."

  2. "Self-Evaluation Via Video-Tape Feedback."

  3. "About Humanizing Less-Than-Honest ABE."

V. Enabling Activities

  A. Teacher listens to tape and observes transparency which illustrates how an individualized instructional program can be organized.

  B. Teacher reads the booklet entitled "Innovative and Dynamic Instructional Approaches in Adult Basic Education."

  C. Teacher reviews transparency and listens to tape with discussion on different evaluation possiblities.

  D. Teacher reads paper on micro-teaching.

VI. Evaluation

  A. The teacher will be able to draw a conceptual model and write a brief description about the elements in an individualized instructional program.

  B. The teacher will list four evaluation techniques, in addition to the paper-and-pencil approach, for assessing performance of students.

  C. The teacher will list types of instructional modes of large group instruction, small group instruction and independent study.

EDUCATION OF ABE STUDENTS

Section B--Part 1

Throughout the preceding lesson we had an opportunity to familiarize ourselves with some of the innovative Adult Basic Education programs throughout the United States. When we use the word "innovative" we refer generally to those programs which are making unique efforts to individualize instructional programs. As we indicated in one of the very first lessons, it is our opinion that Adult Basic Education programs must change their course of operation until they more closely relate program thrusts to student needs. The purposes of this lesson then, are to:

A. Familiarize the teacher with techniques to individualize the instructional program.

B. Familiarize the teacher with different evaluation techniques.

C. Familiarize the teacher with the possibility of team teaching in Adult Basic Education.

D. Familiarize the teacher with different types of instructional modes.

E. Familiarize the teacher with the concept of micro-teaching as a technique for improving instruction.

Specifically, the behavioral objectives which make up this lesson include the following:

A. The teacher shall be able to design and discuss the elements included in an individualized instructional program.

B. The teacher shall be able to list four types of evaluation approaches in addition to the typical paper and pencil evaluations usually made.

C. The teacher shall be able to list two types of instructional activities that are appropriate for large group instruction, small group instruction, and independent study.

Before beginning the lesson, please make certain that all supplementary materials are available for this lesson.

If you recall, during one of the earlier lessons we talked about the need to bring about some changes in the approaches used in adult education. We indicated at that time, that three basic steps in the change process would be discussed throughout these lessons, namely awareness, information, and assessment. For example, we indicated that before any change can take place, it is important for individuals to be aware of existing alternatives. Once the alternatives have been reviewed, specific information about innovative approaches must be made available to the Adult Basic Education teachers. Finally, throughout this particular course of study, the adult ABE teacher has been encouraged to assess some of the ideas and programs presented in terms of the needs and resources in his local situation. It is seldom possible, unfortunately, for one single individual to bring about substantial change in any one program. Indeed the staff, the administration, and the climate must be open to notions of change. In addition, the necessary physical and individual human resources must be available for changes to take place. Finally, relatively little change is likely to occur if personal commitment to a given idea is not made. If most of the ingredients needed for change are available, it is quite possible for individuals within a given program to adopt new ideas, to test them through pilot programs, and actually to take the final step by institutionalizing the new ideas so they become an integral part of the total program.

Change is certainly not easy. Change, indeed, usually requires that the individual teacher change himself before other types of changes are considered. When we think of the difficult task of changing, we are reminded of the nice little old lady who was riding a 707 jet from Los Angeles to Washington, D. C. The lady needed to go to the restroom, but upon entering the restroom, stepped out very quickly and signaled for the stewardess. The stewardess talked briefly with the lady, walked to the back of the plane, scurried around, and returned. A brief conversation ensued, after which the lady walked into the restroom. In due time she came out. As I was leaving the plane, the stewardess asked if I would like to see something interesting. I looked into the restroom and saw that the little old lady had taken a safety pin and clipped the window curtains together. This act on her part is particularly interesting since we were flying at 35,000 feet, 600 miles an hour. Unhappily, American education reflects the same adjustment lag depicted by this nice little old lady. In education we have great technology, some excellent programs available, good people, usually dedicated people; but the fact remains we have a very difficult time changing ourselves. Clearly, unless we first change ourselves, very little significant change will occur in the classroom.

One potential change which can take place relatively quickly is related to different roles and responsibilities for teaching. Team teaching is worth considering.

At this time, please place on the overhead projector Transparency Number 1. This particular transparency suggests four types of instructional modes. Large group instruction, small group instruction, independent study, and on-the-job training. To some, perhaps, the on-the-job training is not consistent with the other types of instructional modes. We would suggest, however, that unless instruction can be related to relevant needs of the student, dropouts are likely to occur. Some Adult Basic Education programs are beginning to recognize the fact that not all teachers can be all things to all students at all times. They are suggesting, indeed, that different types of instructional modes, capitalizing on the competencies of the specialist in the Adult Basic Education program, can enhance the learning alternatives available for the ABE students. For example, one teacher might present information to a large group of Adult Basic Education students combining the lecture method, the overhead projector, films, slides, or other types of demonstrations. The large group presentation session is also an appropriate time to bring in outside research people to assist as motivating agents which are badly needed for ABE students. Large group instruction by itself, though, may not be particularly appropriate for all phases of the learning system. Much of the research which has been done up to this point suggests that small group discussions in which the Adult Basic Education students can interact with each other on ideas, both cognitive and affective, are especially worthwhile.

If a program is to be truly individualized, some independent study alternatives should be available for each student. For example, students should have an opportunity to read independently, to work on programmed instruction when appropriate, to use teaching machines, to utilize multimedia resources such as filmstrips, tapes, and so forth. Not only is each individual able to move at his own pace if these alternatives are available, but he is encouraged to develop the type of self-responsibility and self-discipline so necessary for the adult learner.

At this time, please turn off the overhead projector and take approximately 20 minutes to read the article by Dr. Atilano Valencia and

Dr. James Olivero, "Team Teaching--An Interacting System for Adult Basic Education" (Page S-61). Some of the alternatives for team teaching at the Adult Basic Education level are clearly outlined in the paper. After the paper has been read, we would suggest that the class take five to ten minutes to discuss the salient points in the position paper. While it is unlikely that any Adult Basic Education program will be able to immediately initiate team teaching across the board, some teachers may wish to try their hand at this type of alternative instructional program.

Those interested in possible revisions of roles and responsibilities have a second option available to them. Robert McIlroy has written a very good paper entitled "About Humanizing Less-Than-Honest ABE" (Page S-176). McIlroy's paper is certainly worthwhile reading for anyone truly interested in establishing humane ABE programs. After discussion about the paper has been completed, please place Transparency Number 2 on the overhead projector.

Transparency Number 2 indicates some of the basic steps involved in individualizing an instructional program. Referring to some previous discussions, it is quite clear that the Adult Basic Education teacher must administer some form of diagnostic test in order to determine the entry level of a student in any given content area. As one can see from the transparency, it is quite possible that a student may not be capable of handling a unit of work and he should, therefore, be branched into a preparatory course of study. Obviously, as the student progresses through the course of study, criterion tests should be administered and immediate feedback provided so that the student will know how well he is performing and will not become discouraged because of lack of reinforcement and rewards. If we are to individualize instruction, we must establish some terminal behaviors which we expect from the student when he completes his study. These terminal behaviors, we repeat, must be stated in terms of specific behavioral objectives. We have repeatedly referred to this point throughout this course of study and by this time the adult teacher should have well in mind what is meant by behavioral objectives or specific performance criteria.

This concludes the first part of this two-part lesson. When the participants are ready for the second part of the lesson, please reactivate the tape recorder and put Transparency Number 4 on the overhead projector.

VIII EDUCATION OF ABE STUDENTS

Section B--Part 2

This lesson is the second part of a two-part lesson. Before getting completely into the lesson, please make certain that Transparencies 3, 4, 5, and 6 are available, that the written article entitled "Innovative and Dynamic Instructional Approaches in Adult Basic Education" is available, and that the resource bibliography is at hand. These will be used as supplementary resource materials throughout this part of the lesson. May we also suggest three documents included in the resource bibliography that should receive your attention. Listed on Page S-132 of the resource bibliography is one source entry entitled "Measurement and Classification of Teacher Attitudes Toward Adult Illiterates." This document, as can be seen from the annotation, discusses information gained from a class of 23 young Negro women teacher trainees enrolled in Adult Basic Education. The document is brief, 11 pages, but is well worth the time to review. This article can be obtained from the address listed on Page S-81. We mention here two other documents, or articles, we believe worth special time and consideration. One article is entitled "A Discussion of the Gap

Between Knowledge and Use of New Practices" (Page S-133). The second document is entitled "The Next Twenty Years - Background Notes For Adult Counseling Planning" (Page S-141). The annotations under each entry briefly describe the contents of the article. Certainly the annotated bibliography which has been prepared lists a number of relevant articles and documents to which the adult basic education teacher should refer from time to time. Not all of the documents listed, however, have been included in this instructional packet, as some of the items would be completely irrelevant for many teachers. It is quite possible, however, that a given ABE system may wish to order many of the documents available. Again, we refer you to the address information on page S-81 if additional orders are to be placed.

Before moving ahead, let us quickly review the first part of the lesson. First, we talked briefly about assessing the readiness for new approaches in ABE--the readiness for change, indeed, suggests that new alternatives should be attempted. While some ABE teachers may not yet be convinced that relevant changes are necessary, we have taken the stand throughout this course of study that there is nothing more consistent about a dynamic organization than change itself.

After reviewing some of the elements involved in change, and pointing out that the individual teacher is often the isolated voice in the wilderness and has difficulty bringing about the desired change, we indicated some of the other people who ought to be involved in thoughtful analyses of alternatives in preparation for change. We mentioned, for example, the administrators, the staff, the type of local climate which exists, whether one works in a rather open or conservative community, the amount of available resources, and the personal commitment which must be obtained from all involved. One brief note on this latter point: Adult Basic Education studies have indicated dramatically that many ABE teachers are actually "moonlighting" during the evening hours. While we understand the need to do this, we on the other hand know how necessary it is to have personal commitment for change and often great energy must be invested. Someone who is involved in two or more jobs may have a difficult time accomplishing this task.

We then began to argue the point that the notion of individualization of instruction is probably one which should have very high, if not the highest, priority. We went on to point out some alternatives available in terms of instructional techniques to be used by teachers, including large group instruction, small group instruction, on-the-job training, and independent study. We suggested, indeed, that team teaching might be one avenue to get at individualization of instruction concepts.

Finally, in the first part of the lesson, we attempted to point out how a diagnostic test might be used to identify student placement options and followed this up by showing why terminal behaviors, i.e. performance criteria, are so necessary. With this background information in mind, let us progress to Part B of this lesson. Now please place on the overhead projector Transparency Number 3.

This transparency illustrates how evaluation criteria can be used to provide far greater impact for both teacher and student than traditional ways tests are used. The left hand column, for example, illustrates the rather narrow range of alternatives which we have elected to use, thus far, when we make evaluations. Unfortunately, tests are often used as punishment devices which measure a rather narrow range of behaviors, usually consisting of facts that have been memorized over a rather extended period of time. We are suggesting, however, that if we are to individualize instruction, tests need to be used as a humane guide to continued growth and learning. A variety of educational techniques for assessment and evaluation can be made, not just those which use only paper and pencil tests. Certainly, we must devote as much of our attention to the affective and psycho-motor behaviors as we do to the cognitive behaviors. And finally, as any good teacher is continually evaluating his own performance, we also should assist the Adult Basic Education student who needs to begin to evaluate his own modus operandi.

Certainly, the whole concept of "evaluation" has been one of the most "void" dimensions in education. While much investigation is underway at this time, relative to designing better evaluation instruments, it behooves the classroom teacher to continue exploring alternatives for assessing student performances and for providing the kind of feedback which will indicate a positive, supportive, rewarding posture rather than perpetuating the "punishment syndrome."

Now, please place on the overhead projector Transparency Number 4. If we are to individualize instruction, we must begin to think about performance criteria. We have made this point repeatedly, and suggest at this time that the readers take a few moments to read a brief paper by Dr. Atilano Valencia entitled "Individualized Instruction Based on Performance Curriculum in Adult Basic Education." This article is included in the booklet Innovative and Dynamic Instructional Approaches in Adult Basic Education (Page S-51). The article should take approximately 10 minutes to read, and we suggest that the class form small groups to discuss for another 10 minutes the salient points included in the article. The reader should give special attention to the role of the teacher as the instructional manager. Many people have had the notion that individualized instruction suggests that the teacher become only a "tutor" in the instructional system. Dr. Valencia's article clearly dispels this misconception. When the article has been reviewed and discussed, please reactivate the tape recorder.

In addition to the concepts covered in Dr. Valencia's paper, we also would like to refer you to overhead Transparency Number 4 which suggests some additional options for individualized instruction. For instance, rather than having all courses cover a given portion of time, is it not possible for some courses to last a relatively short period of time and others to last quite long?--depending upon the nature of the course content and the ability of the learner? We would suggest, indeed, that some students might be able to handle more than one course at any given time. If we are able to diagnose learning difficulties as well as learning abilities, it is possible that we will determine that some students are capable of carrying far more courses than others. This option should be provided.

Sometimes we teach as if students learn in a vacuum, that they avoid discussing ideas or working on problems with other students in the class. The notion of "team learning" is highly valuable as it suggests the possibility of one member of a class working with another member of the class on a common problem. For example, if one student is very good in reading but poor in mathematics, he might be matched with another student who is good in math, but perhaps poor in reading. The two can then work together as a team and go about their important learning tasks, each assisting the other.

Some of the other options on the transparency are self-explanatory. We are suggesting at this time, though, that the tape recorder be turned off and that the members discuss in small groups other options that might be provided by the ABE teacher. When this discussion has been completed (limit it to 10 or 12 minutes), please reactivate the tape recorder and we will discuss some alternatives available to teachers to improve their own instructional competency.

We mentioned earlier that students must have feedback in order to improve their performance. Certainly, teachers, too, must have feedback if they are to improve their competence. The final article in the booklet Innovative and Dynamic Instructional Approaches in Adult Basic Education by Dr. Valencia (Page S-79) outlines a special workshop conducted by the Southwestern Cooperative Educational Laboratory in Albuquerque in conjunction with program coordinators from the PROTEUS adult basic education training project in Visalia, California. The purpose of this workshop was to help teachers learn to use a variety of reinforcement techniques, keeping in mind the culture of the Mexican-American, Negro and American-Indian Adult Basic Education students. The technique used to bring about changes in teacher behavior was that which is represented by Transparency Number 5--micro-teaching.

Please put on the overhead projector at this time, Transparency Number 6. This sketches some of the ingredients of micro-teaching. By observing the first section on the left, one is able to see that the teacher is in the room working with ABE students while his performance is being recorded by a video-tape recorder. Other ABE teachers and a supervisor are observing the teacher's performance by way of a remote monitor. Observers are not in the room at the same time the teacher is teaching.

When the teacher completes the five- or ten-minute mini-lesson, he then meets with other ABE teachers and the supervisor to review his performance. This is depicted in the middle portion of the transparency. Feedback is provided for the teacher indicating what he can do to improve his performance. At this feedback session it is always appropriate to have the teacher indicate what he would do differently if he were to reteach the lesson. In addition, the teachers and the supervisor should attempt to find some positive reinforcement ideas which will be beneficial to the teacher. Finally, those involved should provide constructive criticism relative to a given point. For example, when working with the students from the "culture of poverty" it is usually appropriate to provide obvious reinforcement for all correct responses, to provide immediate reinforcement, to wait for long-latency responses, to prompt with partial utterances when necessary, and to reinforce group responses. All of these behaviors can, undoubtedly, be taught.

The teacher, then, is again asked to reteach the same lesson to a different group of students. The supervisor and the other ABE teachers are able to review the lesson again and to point out the positive change between the teach and reteach parts of the micro-teaching cycle. Additional information about micro-teaching is available from the SWCEL in Albuquerque; those interested are encouraged to write.

We are suggesting at this time that Dr. Valencia's article be reviewed and that the class break into small groups to discuss both the article and other options which might be available for teachers involved in micro-teaching sequences. When this discussion has been completed, this will conclude the second part of this lesson.

METHODS OF PLACING THE ABE STUDENT

I. General Concepts

  A. The teacher will understand the concept of diagnosis for student placement.

  B. The teacher will be familiar with diagnostic instruments that can be used for student placement procedures.

  C. The teacher will be familiar with the needs for a cumulative folder and with the uses that can be made of information in the folder.

II. Behavioral Objectives

  A. The teacher will be able to write out three alternatives for diagnosing entry levels for students.

  B. The teacher will be able to list three test instruments that can be used for placement purposes.

  C. The teacher will be familiar with a cumulative folder and will be able to list from memory four parts in the folder.

  D. The teacher will write one anecdotal reference for a folder.

III. Content

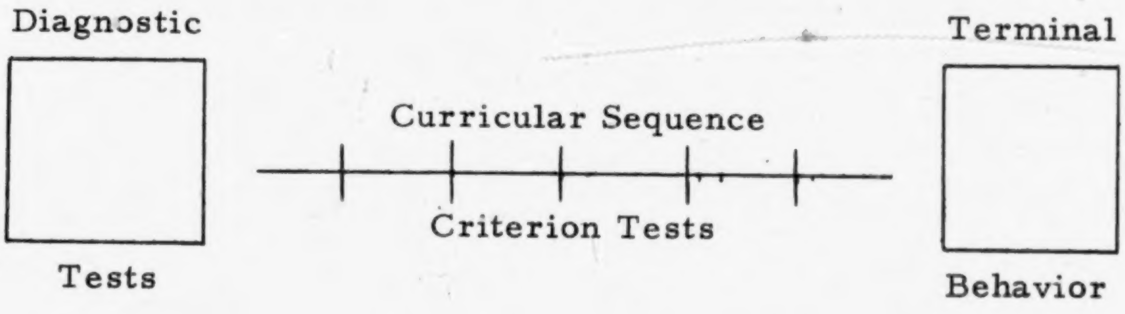
  A. Audio tape

  B. Five transparencies:

    1. False Assumptions

      a. Covering the book or subject area is the primary and only purpose of teaching.
      b. All students learn most effectively by the same method.
      c. All students have had similar social experiences and academic accomplishments.
      d. All students are capable of attaining equal levels of academic and social achievement.
      e. All students have the same needs.
      f. Students are more alike than different in ability.

    2.



3. Diagnosing Entry Behaviors
    a. Interview
    b. Standardized Tests
    c. Teacher-Designed Tests
    d. Criterion Tests

4. Problems with Standardized Tests
    a. Most test are written in English
    b. Few tests are designed for adults are available.
    c. Students have difficulty with tests--are threatened by tests.
    d. Some test items are irrelevant.
    e. Recognition and recall tests do not test how a student can or will perform in real life situations.

5. Progress at Own Rate (to satisfactory achievement of course objectives)

C. Cumulative Folder

IV. Supporting Materials

A. Audio tape

B. Five transparencies

C. Cumulative folder

V. Enabling Activities

A. Teacher listens to tape describing individual differences, the need for diagnosing students for placement purposes--while observing transparencies.

B. Teacher listens to comments on tape while reviewing cumulative folder.

C. Teacher writes an individual anecdotal description with the purpose of having information available for immediate use as well as subsequent use.

VI. Evaluation

A. The teacher will be able to list three alternatives for diagnosing entry levels for students.

B. The teacher will be able to list from memory three test instruments and the types of information the various instruments will provide.

C. The teacher will list four items that are usually found to cause difficulties when assessing entry level performances for students.

D. The teacher will write an anecdotal account for a cumulative folder.

E. The teacher will be able to list from memory four items that are included in a cumulative folder.

IX METHODS OF PLACING THE ABE STUDENT

We have shown clearly in other parts of this instructional program that there are great differences between students; differences in age, sex, types of emotional and social problems faced, and educational backgrounds. With these differences in mind, along with a whole host of other variables, one begins quickly to recognize that the placement of individuals in ABE classes is extremely important.

The major focus of this lesson, then, is on concepts, suggestions and practical hints about how individual placement can be made. General concepts covered include:

1. Understanding the concepts of diagnosis for student placement.
2. Familiarizing the teacher with diagnostic instruments that can be used for student placement procedures.
3. Familiarizing the teacher with the need for a cumulative folder for the student.

Specific behavioral objectives include:

1. The teacher shall be able to explain in writing three alternatives for diagnosing entry levels for students.
2. The teacher shall be able to list three test instruments that can be used for placement purposes.
3. The teacher shall be familiar with a cumulative folder and shall be able to list from memory four parts in the folder.
4. The teacher shall write one anecdotal reference for a folder.

Now, please place Transparency Number 1 on the overhead projector.

In American education in general and in ABE, specifically, we have had the tendency to make a number of false assumptions about the student with whom we work. For example, we have suggested very often by our action--while few teachers will admit to the bias--that covering the book or subject area is the primary and only purpose of teaching. Many teachers recognize the need to relate the subject content to some vocational aspiration, but often do not get around to making the relevance explicit. For example, according to research those who are involved as instructors in ABE classes lecture 88% of the time. This fact has the tendency to support another false assumption; namely, that all students learn by the same method. Often our class organization forces us to teach as if all students have had similar social experiences and academic accomplishments. We definitely know that this is not the case, and the information obtained from the states individually and from the collective states which make up region VII substantiates the position that our students, like all other individuals, are different. The class may wish to take additional time at this juncture to consider in small group discussion some of the other false assumptions that have permeated some of the ABE instruction. When the discussion is completed, please place Transparency Number 2 on the overhead projector.

Transparency Number 2 illustrates a generalization about the need to individualize instruction, to diagnose the initial point of entry on the part of the ABE student, to design criterion tests which are a major factor in the sequencial development of curricular input, and to define the terminal behaviors expected of students upon completion of the course of study. All of the elements mentioned here must be included if one is to truly individualize a course of study. One of the important keys, obviously, is determining where the student is actually operating in relation to the spectrum of learning. Much verbal commitment to taking the student from where he _is_ frequently is heard; in practice, this commitment seldom is realized. Few teachers, in fact, administer end-of-unit tests prior to the first lesson in a new unit and fail to know, therefore, what students really know or do not know. Very few programs, indeed, make the type of thorough diagnostic effort that is necessary.

A good Adult Basic Education teacher in many ways is like a good physician who has a patient with a problem. The physician attempts to diagnose the basis of the problem and then prescribe certain actions, medicines, and so forth that will help the patient overcome the problem. The ABE teacher also should be able to diagnose problems and suggest curricular prescriptions that will help to resolve the problem.

In order to diagnose difficulties, however, the teacher must be aware of available diagnostic tools, tests, equipment and techniques. While we will talk briefly about some of the relevant tests, we suggest first that the tape recorder be turned off and the class discuss who might be brought to class to illustrate some of the basic instruments available for diagnosing student entry and achievement levels. The presentation by an outside expert will constitute the next regular lesson in this sequence. Guidance and counseling personnel usually can be counted upon to provide assistance in this important area. When the discussion and selection has been made, please reactivate the tape recorder and we will progress with this lesson.

Assuming that the time and energy to diagnose individual learning levels is accomplished, we strongly emphasize the need to carry out the remaining steps in the paradigm illustrated by the transparency. The full benefit of the careful, systematic evolvement of individualized instruction cannot be realized by completing only one or two segments of the assignment without completing the full cycle. The schema illustrates that there should be some logic and sequence to whatever prescription is suggested by the ABE teacher, that there should be measures along the sequential path to determine how closely students are approaching desired behaviors, and that there should be terminal behaviors as evidence that the ABE student has been able to perform in a significant manner along those dimensions prescribed by the teacher. The single question of "What specific behavioral objectives do you expect from the student upon completion of the course materials?" is a question that usually keeps teachers thinking for some time. At this time, turn off the tape recorder and take approximately 10 minutes to put into behavioral terms just one idea from your course of study. Notice how one has the tendency to describe events in general concepts rather than onthe basis of observable performances. Check how many times the words such as "aware," "develop," "know," "understand," enter as descriptions of what students are to accomplish. We would argue that these words do not provide guidelines for specific behavioral objectives and until such time as one is able to define very carefully what is meant by "understand" and the other words, specific performance criteria have not been delineated. Take a few minutes to see how advanced you as an individual and as a class are in this area. When you have completed your work, place on the overhead projector Transparency Number 3.

Although the special consultant will come in to discuss some specific types of diagnostic instruments, there are two or three notions that the ABE teacher should keep in mind when working with adult students who need attention at this juncture. Transparency Number 3 illustrates four types of diagnostic techniques. This listing is not all-inclusive but the teacher, with these notions in mind, can determine other approaches which may be more appropriate for a given locale. "Interviews" are often the most powerful diagnostic device that can be used by the teacher. Not only is the teacher able to get to know a great deal of important information about the student, but the teacher is able to establish the important rapport that is so necessary when working with adult students. Certainly the interview approach is often very "under-used" because the teacher feels that time is not available to conduct the interaction sessions. We would argue that if the program is individualized for students in the class, students can work at their own pace while the teacher takes the time to talk with other students individually. Extreme care should be taken not to put the student on the defensive when the interview is conducted. Not only is this important from a personal and ethical point of view, but the United States Congress is beginning to take more and more action about problems which relate to the invasion of individual privacy. Recent special directives from the United States Office of Education have underscored the vigilance which must be given this matter. On the other hand, the teacher should understand that information via the interview approach can often be obtained in this fashion while not in many others. For example, we are aware of one ABE class in which three standardized tests were administered to determine the level of English speaking fluency on the part of students. The students spoke no English whatsoever. The dollars, time, and energy which were invested in the administration of the tests could have been answered by one question to the adults--"Do you speak English?"

At this time, turn off the tape recorder and take a few minutes to construct your own interview schedule and interview another member of the group, preferably a member of the group with whom you have not previously been associated. At the completion of this exercise, you should have constructed a sample interview, interviewed another person one time and been interviewed by another member of the class one time. As a total class, upon completion of the other part of the assignment, review the types of questions that were asked, point out any that might be construed as invading the privacy of another person and modify your own instrument. When this has been completed, turn the overhead projector back on.

There are three other techniques for diagnosing entry behaviors on the part of adult students that the ABE teacher should know: standardized tests, teacher-designed tests, and criterion tests. The expert consultant will discuss principally the use of standardized tests, but let us take a few moments here to outline some of the importance of teacher-designed tests and other types of criterion tests. Teacher-designed tests, contrary to some research studies that give mixed results, are usually well enough constructed so that the teacher can obtain some important ideas about how well an adult student is capable of performing. If teacher-designed tests were administered at the beginning of the unit, the teacher might find that some students already know the subject matter to be taught during the course of the unit. If the students already know the materials, there is no reason for them to repeat the exercises which lead to proficiency. On the other hand, the teacher may determine that so many students missed so many elements on the pre-test that the materials the teacher had planned were far too difficult for the class and modification in approach might be made. The teacher designed-tests can be equally helpful to the teacher and to the student. This, indeed, is the ideal situation. As you recall, when we talked about some of the innovative programs in Adult Basic Education around the country, we illustrated on slides some of the modifications and individualized approaches being used by teachers.

Criterion tests are usually administered by teachers in lieu of the "end-of-the-unit-test." This type of test is given to determine what parts of an approaching course of study the students can handle. It is possible, for instance, for a student to do quite poorly on an end-of-the-unit test which is administered before formal instruction, while still being able to perform quite admirably on tests that might be administered as check points along the path to completion of the course.

A few additional words about standardized tests are in order. Please place Transparency Number 4 on the overhead projector. A number of precautions must be taken when standardized tests are used. We want to point out clearly we are not suggesting that standardized tests are unimportant, but we are suggesting that the user should be well acquainted with some of the difficulties encountered by the student when taking the tests, and some of the points that might result in less than total reliability on the results obtained. Transparency Number 4 illustrates some of the more obvious precautions to take. For instance, if the adult students are non-English speaking but the test is written in English, it is unlikely that a very fair assessment of true student performance will be obtained. Certainly most of the standardized tests are based upon the assumption that the individual taking the test can read at the sixth or seventh grade level. This assumption needs to be checked before the test can be considered to have immediate relevance. There are other points on the transparency that should be called to the attention of the ABE teacher, and we suggest at this time that the tape recorder be turned off while a brief class discussion be held on those salient points. When the discussion is completed, please turn the overhead projector back on and place Transparency Number 5 on the projector.

The whole purpose of the discussion up to this point, as far as placement of the ABE student is concerned, is to help the student move at his own pace. Transparency Number 5 illustrates how different students with different abilities and different entry levels might be able to progress through a prescribed course of study at his individual rate. Achievement must be measured in terms of performance, not in terms of time. Whether we are talking about one week or ten weeks of study, the important end-result is the satisfactory achievement of course objectives. When we are able to clearly define entry behaviors, we are more likely to determine what specific activities are required on the part of the learner to obtain satisfactory achievement of course objectives.

Entry level behavior is not enough information to provide continued assistance to the teacher and to the ABE student. Every student should have a cumulative folder. This document should be semi-confidential; that is, open to the teachers working with the ABE student and to the ABE student himself. While cumulative folders differ in various parts of the country, there are usually some common elements. A folder is contained in each instructional packet. At this time, take the folder from the packet, review the information and discuss in class for the next five or six minutes some of the characteristics a good cumulative folder ought to include. When that discussion has been completed, complete the following assignment:

1. Recall some student in class and write a brief anecdotal account of "anything you remember about that student."
2. Present this anecdotal account to another member of the class to have him determine what additional information or modification of the information presented would have been most helpful as an individual not immediately familiar with the occurrence to which the anecdotal information refers.
3. Determine as an entire class some of the ingredients that should go into an anecdotal reference sheet.

SUMMARY AND CONCLUSION

I. General Concepts

  A. The teacher will review material covered in the preceding lessons.

  B. The teacher will be reminded of the overall purpose of this instructional package.

II. Behavioral Objectives

  A. The teacher will take the second diagnostic self-test for personal evaluation.

  B. The teacher will be able to list the more salient points covered in the preceding lessons.

III. Content

  A. Audio tape

  B. Six transparencies

    1. Factors In Working With Adults

      a. Attendance is voluntary and determined by a practical motive; the adult is free to leave is he feels he is not getting what he wants.
      b. Students bring a mature, rich experience to class which influences their learning. It is imperative that new facts be related to this background of experience.
      c. Difficulty in learning is influenced by the general decline in learning capacity which appears to be a function of age.

    2. Factors (continued)

      a. The adult is always ready to learn if the material presented bears upon his needs or deals with the concrete, practical problems of community life.
      b. The adult is not content to be a spectator; he needs to participate in the activities of the class frequently during a session.
      c. The adult feels a sense of hurry; a shortness of time in which to learn; he is an impatient learner.

    3. Factors (continued)

      a. The adult must acquire and retain a high degree of self-confidence and must have a feeling of success to a far greater degree than children.
      b. The wide variation in the experience, age and education of adults accentuates the role played by individual differences in adult education.

c. Adult learning experiences are, in most cases, supplementary or complementary to some major occupation other than education.

4. Factors (continued)

a. Since the adult usually has a ready-made motive or purpose when he comes to school, learning is of greater consequence and more worthwhile to him.
b. The adult has handicaps which he must overcome--physiological changes, psychological handicaps of prejudice, set patterns and habits, fatigue resulting from a full day's work prior to class.
c. The adult needs more time to learn.
d. The adult needs to see an immediate benefit to himself in what he learns.

5. Facts To Keep In Mind About The ABE Student

a. The motivation for adult learning is closely related to the problems encountered by the learner in his daily life in the community.
b. The content of what is taught must help prepare the adult to use immediately what he has learned or experienced in class and to assist him in the problems he faces from day to day.
c. One of the primary objectives of the learning situation should be to provide a satisfaction of achievement for the learner.
d. Expansion of the immediate horizons of the adult as well as his growth in the acquisition and use of skills needed for effective citizenship should pervade the objectives of the entire program.

6. All adults share common needs and desires. Thus, between and student there is a common starting point, a basis from which to work together, not as master and slave, but as companions in learning; companions in learning to help ourselves and each other.

IV. Supporting Materials

A. Six transparencies

B. One audio tape

C. One diagnostic self-test.

V. Enabling Activities

A. The teacher will view the transparencies and listen to the tape.

B. The teacher will take and score the diagnostic self-test.

VI. Evaluation

A. The teacher will take the self-test.

X SUMMARY AND CONCLUSION

This is the final lesson in this course of study. Let's review briefly the various activities that have been included in the course of study. For example, focus has been placed upon the guidance and counseling elements which must be kept in mind by the Adult Basic Education teacher when working with adult-learners. Certainly, many of the problems faced by the adult-learner are unique in comparison to many other students with whom teachers often work. While much of the responsibility for learning must be placed squarely on the shoulders of the student, the teacher can often be most helpful in bringing about the desired performances on the part of the student. The course was designed to call attention to those things upon which the teacher might well "accentuate the positive."

Some of the areas of consideration included: emotional, social, educational, and vocational characteristics which typify the adult-learner. Most important were suggestions which attempted to point out how a knowledge of these characteristics might be used to generate positive long-range results in the ABE classroom. As individuals are complex, the educational inputs are typically complex as well. Complex problems usually require complex solutions.

The purpose of this final lesson is to call attention to some of the more salient points which have been discussed in the preceding lessons, to provide information about follow-up activities, and to complete and self-score the final test. A few words about each of these activities are in order.

At this time please place Transparency Number 1 on the overhead projector. As Transparency Number 1 is reviewed, the participant may wish to jot down a few notes to which he may refer from time to time as a matter of stimulating his own awareness of problems faced by the adult.

One factor which we might keep well in mind is that the Adult Basic Education student is attending class on a voluntary basis and that his attendance is typically motivated by some practical consideration which he has in mind. Even though we typically get the "cream of the crop" of the potential ABE student population, he is unlikely to stay in class if he feels the material is either too difficult or irrelevant. The adult-learner usually brings a rich background to class. When the teacher can determine what this background consists of and can relate instruction to past experiences, learning is more likely.

Point three on Transparency Number 1 calls attention to the fact that research has indicated that as one grows older, learning becomes more difficult. If the participant recalls an earlier transparency which indicated that the majority of ABE students fall within the "35 plus" category, then the teacher is cognizant of the fact that the ABE student probably must invest more time and effort in his attempts to learn than most younger students, all other things being equal.

Now please place Transparency Number 2 on the overhead. While part one is probably overstated, we wish to emphasize the necessity of dealing with concrete, practical problems of community life. If mathematics is taught, it can certainly be related to the economic base by which the student lives; the same type of thing might be said for reading, vocational activities and so forth. Certainly, the adult student desires to be an activist, not a spectator. Indeed, he may feel that time is running out as far as his mental capacity and vocational skills are concerned and he, therefore, may be a very impatient learner. With these facts in mind, the Adult Basic Education teacher can certainly see the need for individual pacing.

Now please place Transparency Number 3 on the overhead projector. Point one on Transparency Number 3 illustrates the need to establish a high degree of self-confidence on the part of the adult-learner. While it is important to provide positive reinforcement feedback to children, the need for accentuating this strategy in terms of adults is even more acute.

With all these points in mind, though, the ABE teacher must realize that the educational efforts which the student makes are probably only secondary to his other efforts to maintain a livelihood. Often the ABE student will come to class after working eight to ten hours, after being concerned where money for the next meal might come from, and after concerning himself with other needs of his family members. Encouragement on the part of the teacher cannot be over-emphasized.

Now please place Transparency Number 4 on the overhead. This transparency by-and-large reflects points which already have been made about the adult-learner. Certainly, some of these points are far more important for some learners than others, the teacher must determine to what degree each is specifically appropriate for the individual.

Please place Transparency Number 5 on the overhead. If we were to emphasize any four major items, they would be those listed on this transparency. The Adult Basic Education teacher might well spend time in his classroom with students reviewing these factors and elaborating on the points with the adult-learners. Discussion which revolves around these points can often provide the teacher with insightful understandings about the people with whom he is working.

Now please turn off the tape recorder and administer the self posttest. The posttest is designed to indicate whether the behavioral objectives which were designed for this course have been reached. Theoretically, the Adult

Basic Education teacher who has invested his time, has taken appropriate notes, and has participated in relevant dialogue with the members of the class, should be able to answer every question with total mastery. We would suggest, indeed, that if the ABE teacher finds there is a deficiency that he reconduct his own self-review in those areas where a review seems necessary. The self-test is strictly personal, designed to be used by the individual participant to determine the accomplishments he has made in the course. When the test has been self-scored, please reactivate the tape recorder and put Transparency Number 6 on the overhead.

Transparency Number 6 merely serves as a parting reminder that many of the needs and desires which we ABE teachers experience also are present in our students. The prospect of establishing the companionship in learning and improving the status of the Adult Basic Education learner is something which should not be taken lightly.

Certainly, much remains to be done in Adult Basic Education--as in all other facets of American education. We would like to close this course of study by quoting one of the greatest educational philosophers of all times, Pogo. Not long ago Pogo was asked why we had not accomplished more in ABE down through the years. He responded candidly by saying, "We have met the enemy and he is us."

NO.	DATE	STATUS	STAFF INITIALS
1		Orientation Films — Visitation	
2		Interview	
3		Physical	
4		Form 511	
5		Hired	
6		W2 Form	
7		Summary of Interests	

NO.	DATE	STATUS	STAFF INITIALS
8		Kuder	
9		Career Development	
10		GATB	
11		Group Assignments	
12		Shop Experience	
13		Employed	
14		Follow up	

Student No. ______________

A QUESTIONNAIRE FOR ABE STUDENTS

Instructions to Teacher: Complete a questionnaire with each student. Answers are required at the beginning and at the end of the school year of this project. The answers at the end of the year must reflect achievements and improvements resulting specifically from the guidance and counseling services given. Some of the questions are not to be asked at the beginning. Those questions are prefaced with the words "At end." The answers to some of the questions may be your cue to teach them about that subject--as "The Pledge of Allegiance."

This GUIDANCE is a service which promotes the overall improvement of the individual adult to help him to make his plans, changes, and adjustments in solving and/or improving his educational, occupational and personal problems. It will also assist him in understanding himself in the lifelong undertaking of self-direction in line with his interests and abilities.

EDUCATION

What is the highest grade you completed in the regular day schools? ______________

What school did you attend? ______________

Why did you drop out of school? ______________

____

Check the highest grade level recently completed. ( )1, ( )2, ( )3, ( )4, ( )5, ( )6, ( )7, ( )8, ( )9, ( )10, ( )11, ( )12, ( )G.E.D.

Have you ever taken any standardized tests? (TEACHER: Explain Achievement, Aptitude, and Interest tests) If yes, give name of test or briefly describe. ______________

____

	At Beginning		Record Date Achieved or Improved
	Yes	No	
Do you have a planned educational program for any of the following purposes?			
a. To prepare yourself for employment	____	____	________
b. To prepare yourself for improved employment	____	____	________
c. To meet a long personal educational desire	____	____	________
- What is that desire?________________			
d. To qualify to enroll in a trade school	____	____	________
- For what training?________________ Teacher--(To find out the academic requirements to enroll for that training)			
At End - Has the guidance and counseling caused you to prevent any of your children from dropping out of school? Teacher--(Ask this question at end of school year)			____ Yes ____ No
Do any of your children have a high school education?	____	____	________
Do you plan to get a high school diploma?	____	____	________
How far do you plan to go? ________________			
Do any of your children have a college education or are they enrolled in college? Number ________	____	____	________
-Do you plan to go to college?	____	____	________
-Do you plan to go to a trade or other vocational school?	____	____	________
Have any of your children dropped out of school? Number ________ -Why?________________	____	____	________

	At Beginning Yes	 No	Record Date Achieved or Improved
Do you have any children in grades below 9th; and/or in high school now? -In what grades? _____ _____ _____ _____ _____	____	____	__________
Has your wife or husband finished high school?	____	____	__________
Is your wife or husband enrolled in an Adult Education Class?	____	____	__________
Have you caused another adult to enroll in an adult class?	____	____	__________
Has someone else caused you to enroll in this class?	____	____	__________
Would you want some help in using a road map?	____	____	__________
Would you want some help in using a dictionary?	____	____	__________
Do you have one in your home?	____	____	__________
Would you want to recite the Pledge of Allegiance by heart?	____	____	__________
Would you like to have a free public library Card? Teacher--(Teach adults how to file an application for a library card. Obtain application forms from library).	____	____	__________
Would you want to learn how to use a library? Teacher--(Obtain the aid of the school librarian, if needed, to demonstrate how to locate a book by a) title, b) subject-matter, c) author's name)	____	____	__________

Notes:

	At Beginning		Record Date Achieved or Improved
	Yes	No	
Have you seen a bookmobile in your community?	____	____	________
What is your particular reading interest? ________________________________			

OCCUPATION

What kind of work do you do? ________________________________			
-Part-time______, or full-time____			
If you are employed:			
a. What and where is your job?________ ________________________			
al. How far do you have to go to work? ________________________			
b. What is your boss's name? ________ ________________________			
c. Has he a telephone?	____	____	
Number if known __________			
d. Are you satisfied with your rate of pay?	____	____	
If not, what do you need to receive a raise? ________________________________			
If not employed:			
a. Why ________________________			
b. Are you interested in getting a job?	____	____	________
c. What kind?____________________			
d. Are you in need of more education and training to obtain a job?	____	____	________
e. What do you need for the kind of work you would like to do?____________________			
f. Is your main work that of home responsibilities?	____	____	________
g. Have you been refused a job because of a lack of Education?			
h. Do you know about unemployment compensation?	____	____	________
i. Do you know about the Employment Security Services?	____	____	________
	____	____	________

	At Beginning Yes	 No	Record Date Achieved or Improved
Are you self-employed?	____	____	________
Are you a housewife?	____	____	________
Are you head of the family or the main bread earner.	____	____	________
What work can you best do? ____________			
Are you skilled in any vocational work? Name it ____________	____	____	________
What kind of work do you enjoy doing most? a. Mechanical ______ b. Clerical and Detail ______ c. Contact ______ d. Other ____________			
If you are farming or producing vegetables, etc. for the home, do you get the help of your County, Home Demonstration Agent, Home Economics Teacher or Agriculture Teacher?	____	____	________

At End--Has the Guidance and counseling given you caused you to increase your income?
Teacher--(Ask this question at end of school year)

Yes____ No____
Increase Per Mo.$_____ or Yr.$_____

Notes:

PERSONAL

Family

Number of dependents other than husband or wife ____________

Their ages _____ _____ _____ _____ _____ _____ _____

What is your means of transportation for everyday travel?:

	Yes	No	Some
a. Your own car	___	___	___
b. Public facilities	___	___	___
c. Ride with others	___	___	___

	At Beginning		Record Date Achieved or Improved
	Yes	No	
Do you take part in organized neighborhood or community civic affairs?	_____	_____	____________
Do you belong to a civic club?	_____	_____	____________
Do you belong to any other organization(s), including Church? Name(s)____	_____	_____	____________
Have you ever been an officer of an organization?	_____	_____	____________
Have you ever been in the ( )Army, ( )Navy, ( )Air Force, ( )Merchant Marines, ( )Other __________________________ ( )Marines	_____	_____	____________
Are you retired?	_____	_____	____________
Are you receiving a military pension?	_____	_____	____________

	At Beginning Yes	 No	Record Date Achieved or Improved
Are you receiving a veteran's administration pension?	____	____	__________
Are you receiving a social security or other pension? Indicate ____	____	____	__________
Are you registered to vote?	____	____	__________
Do you know how to use a voting machine?	____	____	__________
Do you know the voting rules for your state? (Teacher should know and explain briefly)	____	____	__________
When was the last time you voted? ___________________			
Do you have family management problems?	____	____	__________
a. Financial Teacher--(Help prepare a family budget when feasible)	____	____	__________
b. Child behavior	____	____	__________
c. What kind of insurance do you carry? (Check) Life____ Burial____ Hospitalization____			
d. Other____			
Do you need help to prepare your Income Tax Report?	____	____	__________
Do you need help in sewing?	____	____	__________
Do you need help in cooking?	____	____	__________
Do you need help in furniture arrangement?	____	____	__________

What sports events do you usually attend?

____

What are your hobbies?

a. ____________________

b. ____________________

c. ____________________

At End. In what ways has this guidance and counseling service helped you with your family? ____________________

____

Home

	At Beginning		Record Date Achieved or Improved
	Yes	No	
Do you own your home or are you buying?	____	____	__________
Do you rent your bome?	____	____	__________
Do you have a house free of rent?	____	____	__________

Notes:

	At Beginning Yes	 No	Record Date Achieved or Improved
Do you have the following facilities?	___	___	___
a. Running water	___	___	___
b. Inside toilet facilities	___	___	___
c. Outside toilet facilities	___	___	___
d. Electricity	___	___	___
e. A refrigerator	___	___	___
f. A separate deep freezer	___	___	___
g. Natural or artificial gas fuel	___	___	___
h. A sink	___	___	___
i. A dish-washer	___	___	___
j. A clothes-washing machine	___	___	___
k. A clothes dryer	___	___	___
l. Central air-conditioning	___	___	___
m. Window units, air-conditioning	___	___	___
n. Central heating system	___	___	___
o. Space heaters	___	___	___
p. Radio	___	___	___
q. Television	___	___	___
r. Cook Stove: Electric___ Gas___; Wood___	___	___	___
Does your house and/or premises need any of the following improvements?			
a. Painting	___	___	___
b. Cleaning	___	___	___

Notes:

	At Beginning		Record Date Achieved or Improved
	Yes	No	
c. Roofing	____	____	________
d. Repairs	____	____	________
e. Additions	____	____	________
f. Landscaping	____	____	________
g. Beautifying (cleaning premises)	____	____	________
h. Better drainage	____	____	________
Do you buy the following?			
a. Newspaper(s)	____	____	________
b. Magazine(s)	____	____	________
c. Other publication(s)	____	____	________

Name(s) ____

Do you receive any of the following free publications?
Teacher--(Contact library service for listing and addresses, then place names on the mailing list if the students desire. List at least three.)

	At Beginning Yes	At Beginning No	Record Date Achieved or Improved
Do you receive any other free publications?	___	___	___

At End. In what ways has this guidance and counseling service helped you with your home problems?

___

___

___

Notes:

Health

Do you have your Birth Certificate?	___	___	___
Have you had a medical checkup in the last 12 months? Teacher--(Available from private physician only.)	___	___	___
Have you had a chest X-ray in the last 12 months? Teacher--(Check and if majority need and want to ? have this done, provide for it. Contact health unit to get mobilized unit to come to the school building.)	___	___	___
Have you had a test for TB?	___	___	___
Have you had your eyes examined in the last 12 months? (available from private source only.)	___	___	___

	At Beginning Yes	 No	Record Date Achieved or Improved
Do you think you need eye-glasses?	___	___	________
Have you had your teeth examined in the last 12 months? (Available from private source only.)	___	___	________
Do you think you are hard-of-hearing? Teacher--(Does he or she wear a hearing aid?) (Be careful)--(Check as in 60 above.)	___	___	________
Have you or your children received shots for: (If yes, check) Diphtheria___; Smallpox___; Whooping Cough___; Tetanus (lockjaw)___; Polio___; Measles___; or Mumps___. Teacher--(Check on available services and costs.)	___	___	________
Do you smoke cigarettes?	___	___	________
Did you ever smoke?	___	___	________
Do you think that smoking is bad for your health? Teacher--(You may use visual aids showing harmful effects, and/or contact the Health Unit for educational materials and guest speakers; also for other guest speakers, contact the State Health Department.)	___	___	________
Have you had a course in medical self-help and received a certificate? Teacher--(To teach this, there should be medical self-help kits available in your State Health Department.)	___	___	________

	At Beginning		Record Date Achieved or Improved
	Yes	No	
Are you bothered with rats or mice? Teacher--(If the majority are, perhaps a rat eradication campaign could be conducted with the cooperation of the Health Unit and other agencies.)	___	___	___________
Are you bothered with roaches?	___	___	
Are you easily upset? Teacher--(The teacher should carefully observe to detect if there is a mental health problem present. Observe this.)	___	___	___________
Name any other health problem(s)______________ _______________________________________			
Have any of your health problems affected your attendance in ABE class?	___	___	___________
Did you know that accidents are the leading cause of death among people in the age group of 1 to 34 years? Teacher--(16 mm sound motion picture films on all phases of health are available on a loan basis from the State Health Department.)	___	___	
Has the student a speech impediment? Teacher--(If this student exhibits a speech impediment, contact local speech therapist to help.)	___	___	___________
Has the student and/or children any handicap for educational and/or employment pursuit? Teacher--(Contact local Voc.-Rehab. for procedure to help.)	___	___	___________
Has the guidance and counseling given you helped you to prevent a child of yours from dropping out of the regular day school?	___	___	___________

ALBUQUERQUE TECHNICAL-VOCATIONAL INSTITUTE

IMPORTANT This form must be turned in to your instructor at your first class meeting to show that you are properly enrolled in the class.

Date

Last Name *First Name* *Middle Initial* *Telephone Number*

☐ Albuquerque, New Mexico *Zip Code*

Street Address *Name of City if not Albuquerque*

SK

Course Number *Name of Course*

Please Check Location:

☐ Del Norte High School

☐ Highland High School

☐ Rio Grande High School

☐ Valley High School

☐ Albuquerque Technical-Vocational Institute

Please Check Days of Week Course Meets:

☐ Monday

☐ Tuesday

☐ Wednesday

☐ Thursday

ROOM

TIME

Counselor Completes Below

TOTAL MUST BE PAID BEFORE REGISTRATION IS COMPLETED

☐ Prerequisites verified

Counselor's Signature $ *Books* $ *Fees* $ *Tuition* $ *Total*

STUDENT ENROLLMENT

S-15

Date Enrolled____________

____________________________________Age_____ Male____________

Last Name First Name Middle Name Female____________

Ethnic Group: Latin American__________Negro________Anglo____________

Indian__________________Other (Specify)____________________

PERSONAL DATA:

Married__________Single__________Living with Spouse. Yes____ No____

Number of Children______________Ages______________________

Occupation__________Approximate Annual Income______________

Occupation of Spouse__________Approximate Annual Income__________

Are your presently receiving Welfare support? Yes_______No__________

EDUCATION:

Highest Grade Completed__________Other Training under Federal, State or Local Programs (Please Specify)______________________

____

____

Why do you want to attend ABE Classes and what would you like to do when you improve your Basic Skills?______________________________

____

How did you hear about ABE Classes?______________________________

____

TESTING AND PLACEMENT:

Pre-test: Date tested________________Test used______________

Results:____

Other Testing information:______________________________

____

Placement: Grade Level__________Teacher__________School__________

Passed GED: Yes_______No________Date______________________

Dropped out of ABE: Date__________Reasons______________________

____

Comments:____

____

INTRODUCTION TO CAREER DEVELOPMENT PROGRAM

1 As you go through the material, ask your Program Advisor about those things you don't understand.

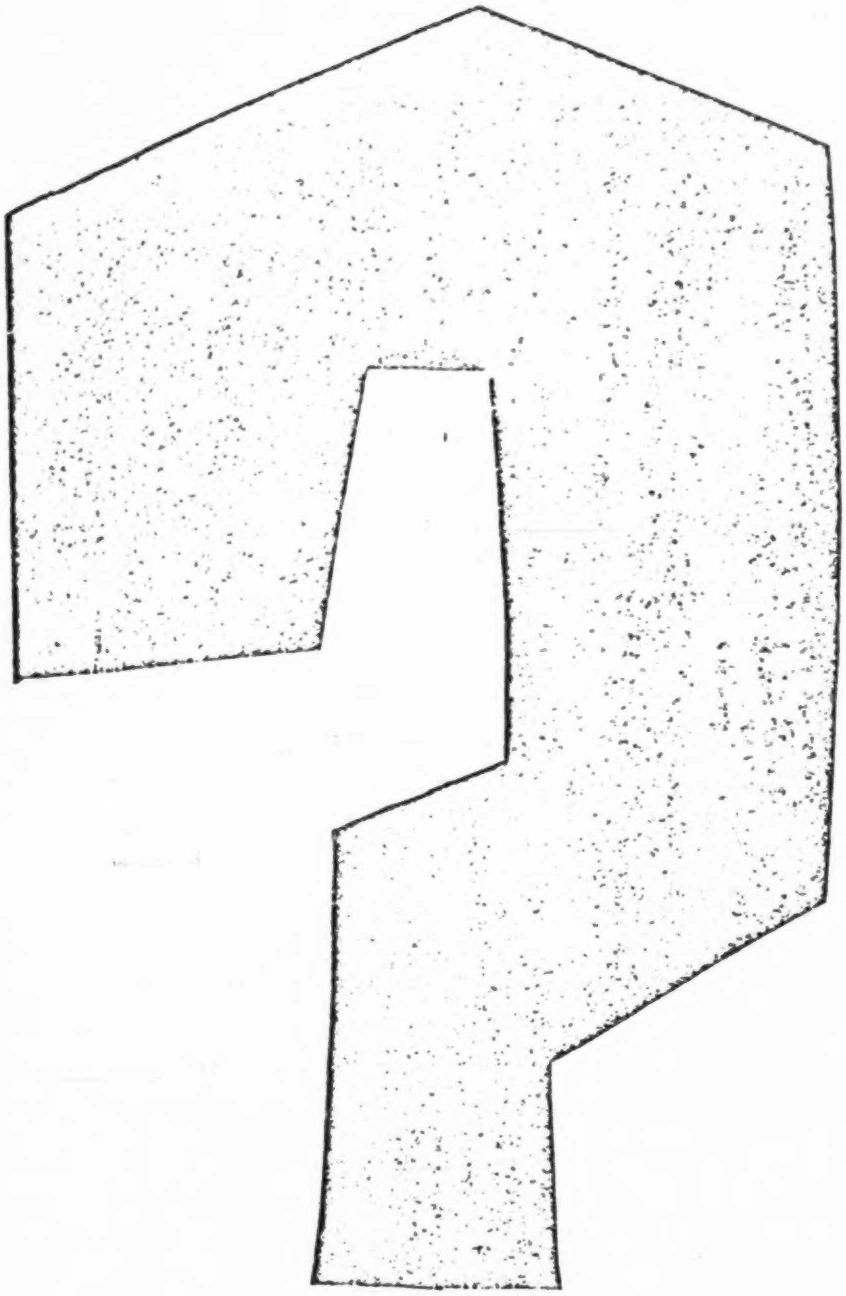
2 You'll find it helpful to complete each activity. Read the introductions carefully before you start.

3 You can set your own schedule. Try to complete as much of each activity as you can.

4 The three major areas you will explore are:

- A. Your Goals, Interests, Abilities, Achievements
- B. The World of Work
- C. How to Go About Making Decisions

LET'S BEGIN BY ASKING YOURSELF THESE QUESTIONS



WHO AM I

WHERE AM I GOING

WHAT INFORMATION DO I NEED

WHERE AM I

WHAT HAPPENS WHEN I CHANGE

WHAT DO I DO WITH THE INFORMATION

WHAT HAPPENS
WHEN THE WORLD AROUND ME CHANGES

HOW DO I MAKE DECISIONS
ABOUT MY FUTURE

HOW DO I GET THERE

This plan will help you discover how to combine facts about yourself and facts about the world of work to make better choices about yourself.

WHAT FACTS SHOULD YOU KNOW ABOUT YOURSELF?

Your educational goals

Your vocational goals

Your personal/social goals

Your interests

Your achievements

Your special abilities

Your strengths

Your weaknesses

Your likes

Your dislikes

Your attitudes

WHAT FACTS SHOULD YOU KNOW
ABOUT THE WORLD OF WORK?

What the world of work is like

What a job requires of you

Where to find infomation about a job

WHAT STEPS DO YOU TAKE?

Set goals for yourself

Keep a record of strengths and weaknesses

Find out your test results

Discover your interests

Summarize information about yourself

Re-examine goals

Find out what a job offers

Find out what a job requires

Compare yourself with jobs

Make changes if necessary

Establish new goals

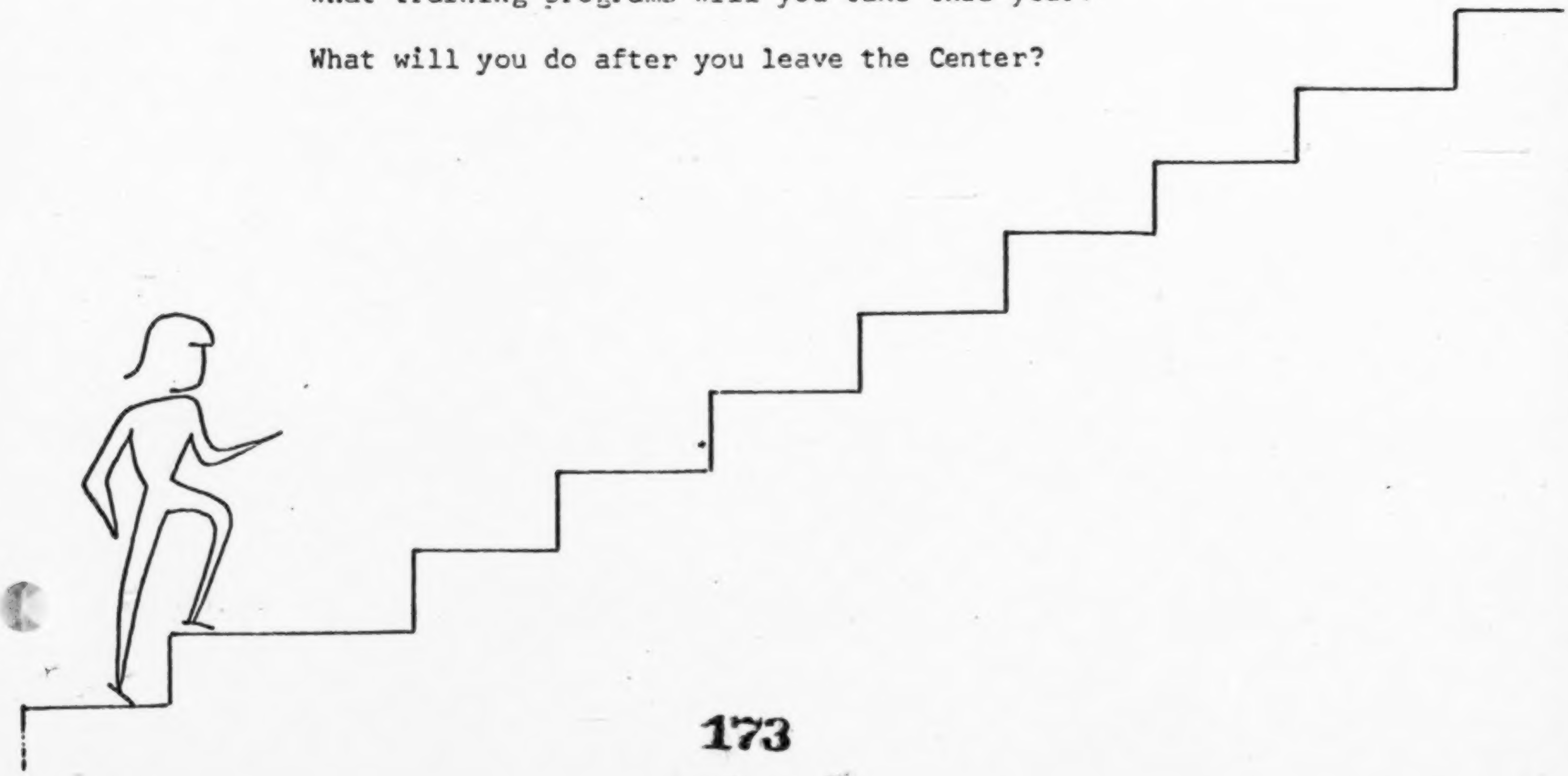
WHAT DECISIONS DO YOU MAKE?

What are the ways you develop your special interests or talents?

What jobs are right for you?

What training programs will you take this year?

What will you do after you leave the Center?



SELF-EVALUATION

SETTING GOALS FOR YOURSELF

Goals are statements of what you expect to achieve. There are many things you want to accomplish in your lifetime and some of these you can begin preparing for now. For example, there are things you may want to accomplish today--pass a test, earn some money, see a new movie. Some goals are reached in the future.

For example, what programs will you take while you are at the Center? This is an example of an EDUCATION GOAL.

What job do you want to start when you leave the Center? What kind of work would you like to end up with? These are VOCATIONAL GOALS.

What would you like to do with your free time? Where will you work and who will you marry? What kind of life will you have? These are PERSONAL/SOCIAL GOALS.

On the following pages are lists of possible goals. Read each list very carefully and mark those things which you feel are your goals at this time. Remember, your goals are probably different from the goals of other students. They do not always stay the same. They will change depending on what happens to you and how you change in the coming months. As you learn more about yourself and the outside world, you will change your goals. We all must start somewhere. This is your chance to begin setting your own goals.

SUMMARIZING YOUR EXPERIENCES

On the following pages, you will find statements about some things you may have done or might like to do. These experiences are grouped into 10 areas. Each area is related to a specific interest: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical. Each field of interest is on a separate page and a definition is given at the top of the page to make it clearer for you.

As you read each page, you will check which things you have done and which things you might like to try. After you are finished, you will be able to summarize your interests and give some thought to developing new ones.

DIRECTIONS: Read the definitions of the interest at the top of each page.

Read each item carefully and place an X in the box that applies to you. At the end of each interest list, you will see the word Other. Write in any additional experiences you have had in that area.

	WHAT YOU SAY	WHAT GATB SAYS
1. What are your strongest aptitudes?		
2. What are your weakest aptitudes?		

3. I now plan to make the following changes in my goals:

OUTDOOR EXPERIENCES

OUTDOOR interest means preference for work or activity that keeps you outside most of the time--usually work dealing with plants and other growing things, animals, fish, and birds.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Raising & caring for animals					
Taking care of a lawn or garden					
Making plants grow from seeds or cuttings					
Preparing the soil for planting					
Identifying plants & flowers					
Collecting insects & learning about them					
Landscaping around a home with trees, shrubs, lawns, & flowers					
Caring for garden or farm tools & equipment					
Going fishing					
Going boating or sailing					
Participating in outdoor games					
Going camping					
Other:					

FILMED FROM BEST AVAILABLE COPY

FILMED FROM BEST AVAILABLE COPY

MECHANICAL EXPERIENCES

MECHANICAL interest means preference for working with machines and tools, like tinkering with old clocks or repairing broken objects.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Taking gadgets apart & putting them together again					
Making furniture					
Repairing things like wagons, bicycles scooters, and furniture					
Making minor household repairs					
Working on mechanical projects					
Reading magazines such as *Popular Mechanics*, *Popular Science*, or *Mechanics Illustrated*					
Working on electrical things as radios, motors, or electronic equip.					
Forming & shaping plastics into usable items					
Making items out of leather					
Using machines to make objects out of metal, wood, or other materials					
Drawing detailed plans of things to be made					
Running audio-visual equipment (tape recorders, projectors, & T.V.)					
Running washing machines, dryers, power lawn mowers, etc.					
Other:					

FILMED FROM BEST AVAILABLE COPY

SOCIAL SERVICE EXPERIENCES

SOCIAL SERVICE interest indicates a preference for activities that involve helping people.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Helping other students with their studies					
Listening to the personal problems of others					
Taking care of sick people					
Working with young people in games or play activities					
Enjoying club meetings					
Holding class offices					
Working with scouts, 4-H Clubs					
Baby Sitting					
Other:					

FILMED FROM BEST AVAILABLE COPY

CLERICAL EXPERIENCES

CLERICAL interest means a preference for work that involves specific tasks requiring precision & accuracy. If you have high clerical interest, you probably enjoy subjects & activities that require attention to detail.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Acting as a secretary					
Answering telephone					
Filing					
Typing					
Keeping records					
Operating office machines					
Keeping a stock inventory					
Sorting mail					
Proof reading					
Taking shorthand					
Other:					

FILMED FROM BEST AVAILABLE COPY

COMPUTATIONAL EXPERIENCES

COMPUTATIONAL means a preference for working with numbers and an interest in math courses.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Keeping accurate records					
Budgeting					
Keeping an account of your earnings and spending					
Keeping payroll records					
Ordering supplies					
Checking figures by addition and subtraction					
Other:					

SCIENTIFIC EXPERIENCES

SCIENTIFIC interest is an interest in the discovery or understanding of nature & the solution of problems, involving the outside world, working in the science lab, reading science articles, or doing science experiments as a hobby.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Examining or collecting rocks, shells wild flowers, or plants					
Working in a laboratory					
Observing birds, snakes, butterflies, or insects					
Reading science magazines & journals					
Solving puzzles found in the science magazines					
Studying the stars					
Performing experiments with scientific equipment					
Studying plants & animals					
Assisting in setting up experiments, preparing displays, or caring for animals					
Belonging to a science club					
Taking trips to science museums, science fairs, or observatories					
Taking field trips to beaches & tide basins					
Working on science projects					
Working with special science equipment					
Other:					

PERSUASIVE EXPERIENCES

PERSUASIVE interest is an interest in meeting & dealing with people, in convincing others of a point of view, or in promoting projects or things to sell. Enjoying activities as debating, selling tickets for a play or a dance.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Participating in clubs					
Participating in discussions					
Participating in committees					
Acting as a student representative					
Selling tickets					
Being president of a club					
Speaking before a group					
Captain of team sports					
Other:					

SUMMARY OF EXPERIENCES

	KUDER AREAS											
	OUTDOOR	MECHANICAL	COMPUTATIONAL	SCIENTIFIC	PERSUASIVE	ARTISTIC	LITERARY	MUSICAL	SOCSER	CLERICAL	OTHER	OTHER
1. In which area did you have the most experiences?												
2. In what area did you have the least experiences?												
3. In what areas did you have the most success?												
4. In what areas did you have the least success?												
5. What new areas would you like to try?												

FILMED FROM BEST AVAILABLE COPY

ARTISTIC EXPERIENCES

ARTISTIC interest indicates a preference for doing creative work with the hands--involving design, color, & materials. Liking to paint, draw, sculpture, decorate a room, design clothes, or work on sets for plays.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Visiting art museums, art galleries, or exhibits of arts & crafts					
Making posters, doing letering, or preparing arrangements for display cases or bulletin boards					
Redecorating a room					
Painting pictures (such as of people, landscapes, or still life)					
Taking good camera shots					
Selecting colors for clothing, furnishings, or decorations					
Designing something original					
Working on decorations for club dances					
Working with clay or metal					
Making sculptures					
Designing jewelry					
Working with ceramics					
Other:					

FILMED FROM BEST AVAILABLE COPY

LITERARY EXPERIENCES

LITERARY interest is an interest in reading & writing. If you have a high score on the literary scale, English is probably one of your favorite subjects, and you may enjoy writing for a paper or magazine.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Reading books, magazines					
Writing stories					
Writing poems					
Writing compositions & speeches					
Going to plays					
Listening to speeches, plays, and speakers					
Working in a library					
Taking care of books					
Other:					

FILMED FROM BEST AVAILABLE COPY

MUSICAL EXPERIENCES

MUSICAL interest usually is indicated by going to concerts, playing an instrument, singing, or reading about music and musicians.	I have HAD this experience and			I have NOT had this experience and	
	enjoyed it	didn't enjoy it	was successful in it	want to try it	am not interested
Practicing in order to improve skills in playing or singing					
Taking music lessons in or outside of school					
Reading about music and popular jazz performances					
Singing in a choral group					
Playing in a band					
Playing in an orchestra					
Spinning records as a disc jockey					
Playing a musical instrument					
Listening to music					
Other:					

FILMED FROM BEST AVAILABLE COPY

SUMMARY OF EXPERIENCES

	KUDER AREAS											
	OUTDOOR	MECHANICAL	COMPUTATIONAL	SCIENTIFIC	PERSUASIVE	ARTISTIC	LITERARY	MUSICAL	SOCSER	CLERICAL	OTHER	OTHER
1. In which area did you have the most experiences?												
2. In what area did you have the least experiences?												
3. In what areas did you have the most success?												
4. In what areas did you have the least success?												
5. What new areas would you like to try?												

SUMMARY OF GOALS

1. What do you think you can do here at the Center to accomplish your present goals?

Educational and Vocational Goals:

____

____

____

____

____

____

____

____

____

Personal/Social Goals:

____

____

____

____

____

____

____

____

____

S-36

CHANDLER CAREER CENTER

TRAINEE EVALUATION SHEET

TRAINEE: DATE: TOTAL AVERAGE RATING:

AREA: AREA SUPERVISOR:

Circle one: compare with average (5 is average) and give remarks.

1. Job Orientation

1. Job understanding-comprehension of job nature or what job is all about.

EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY
REMARKS:

2. Undertakes and completes job in an effective manner.

EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY
REMARKS:

3. Learning ability
EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY
REMARKS:
4. Speed or rate of Progress
EXCELLENT
REMARKS: 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY

5. Quality of work
EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY
REMARKS:
11. Personal factors
6. Attitude in general (Happy, sad, could care less, rebellious, etc.)
EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY
REMARKS:
7. Interest in work
EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY
REMARKS:

8. How does he get along with others? (mixer, loner, shy, quarrelsome)

EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY

REMARKS

9. Physical (problems, complaints, and strengths)

Explain please:

10. Responsibility

EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY

REMARKS

11. Reaction to supervision or lack of it

Explain please:

12. Personal appearance

EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY

REMARKS:

13. Any unsual behavior or difficulties

Explain please:

14. Trainee's training potential for their O.J.T. selection

EXCELLENT 10 9 8 7 6 5 4 3 2 1 UNSATISFACTORY

REMARKS:

15. Comments and/ or recommendations

FILMED FROM BEST AVAILABLE COPY

S-37

Chandler Career Center

Enrollee Data

Name____
last First Middle

Permanent Address____
City State Zip Code Telephone

Social Security Number____

Age______ Date of Birth____________ Sex________ US Citizen Yes____ No_____ Weight_______

Height______ Martial Status________________ Color of Hair_________ Color of Eyes_______
M S D Sep.

Person to Notify in case of emergency

Name____

Address________________________________ Telephone Number______________

Dependent(s)

Name	Address	Age	Relationship

Military Information

Member of armed forces Yes No Branch Date Entered Date Left

Final Rank_________________ Type of Discharge______________ Draft Status________

Member of reserve?_________

Friends

List three persons who may be contacted who are familiar with the type of work you have done____

Name	Address	Occupation	How long known

Type of Car__________________ Year_________ Driver's License____Yes________No_____

YearExpired________ Type__________________________

FILMED FROM BEST AVAILABLE COPY

S-38

CHANDLER CAREER CENTER
246 SOUTH ARIZONA AVENUE
CHANDLER, ARIZONA 85224

PRE-EMPLOYMENT HEALTH QUESTIONNAIRE

NAME____ DATE______________
(Last) (First) (Middle)

TO THE APPLICANT: Please fill out and sign on the reverse side, ALL questions must be answered. Answer "Yes" or "No". You are reminded that any false information may result in your dismissal from employment.

DO YOU NOW HAVE, OR HAVE YOU EVER HAD ANY OF THE FOLLOWING:

Asthma............................________
Appendicitis......................________
Arthritis or Rheumatism...........________
Allergies.........................________
Bone, joint, or other deformity...________
Boils.............................________
Bled excessively after injury or tooth extraction............________
Back complaint, weakness or injury...................________
Blood in stool....................________
Chronic or frequent colds.........________
Chronic cough.....................________
Convulsions.......................________
Cramps in legs....................________
Cancer, tumor, or cyst............________
Cough up blood....................________
Dizziness or fainting spells......________
Difficulty with hearing...........________
Drug or narcotic habit............________
Eye trouble.......................________
Ear, nose, or throat trouble......________
Epilepsy..........................________
Frequent or severe headache.......________
Frequent indigestion..............________
Frequent or painful urination.....________
Foot trouble......................________
Frequent trouble sleeping.........________
Gall bladder trouble..............________
Hay Fever.........................________
High or low blood pressure........________
Heart disease.....................________
Hernia (rupture)..................________

Hemorrhoids or rectal disease.........________
Joint pain or swelling................________
Kidney stone or blood in urine........________
Lameness..............................________
Mental illness........................________
Nervous breakdown.....................________
Nervous trouble.......................________
Pain or pressure in chest.............________
Palpitation or pounding heart.........________
Painful or "Trick" Shoulder or elbow..________
Paralysis.............................________
Pleurisy or Bursitis..................________
Pneumonia.............................________
Rheumatic fever.......................________
Severe tooth or gum trouble...........________
Sinus trouble.........................________
Shortness of breath...................________
Stomach, liver, or intestinal trouble.________
Sugar or albumin in urine.............________
Serious accident......................________
Serious illness.......................________
Skull fracture........................________
Swelling of ankles....................________
Tuberculosis..........................________
"Trick" or locked knee................________
Venereal disease......................________
Valley fever..........................________
Varicose veins........................________
Ulcer.................................________
Worn glasses..........................________
Worn brace or back support............________
Loss of arm, leg, finger, or toe......________

FILMED FROM BEST AVAILABLE COPY

ACHIEVEMENT SCORES

Educational Experiences

Highest grade attended 1 2 3 4 5 6 7 8 9 10 12

High School Diploma Yes No GED Yes No

Type of courses taken in High School

______Welding
______Woodshop
______Agriculture Shop
______Printing
______Metal-Hot-Cold-rolled
______Mechanical Drawing
______Blue Print Reading
______Electricity
______Typing
_____Bookkeeping
_____Shorthand
_____Economics
_____Business Law
_____D. O.
_____General
_____College Prep.

Trade Schools Attended outside of High School

Name Course(s)

1. ____________________

2. ____________________

Military Service School Attended

Name Course(s)

1. ____________________

2. ____________________

Correspondence Schools

Name Course(s)

1. ____________________

2. ____________________

Adult Education

Name Course(s)

1. ____________________

2. ____________________

G A T B

G	V	N	S	P	Q	K	F	M

S-40

Job Experiences

Jobs Held	Parttime/Full Time	How Long?	Salary	Liked/Successful
1.				
2.				
3.				
4.				
5.				

Are you a union member?_______Which_______________Current_______________

Other licenses or certifications held_______________________________

What do you think you are **best qualified** for(types of jobs)

What kinds of jobs would **you like to try?**	What kinds of skills would you like to develop?
1.	
2.	
3.	
4.	
5.	
6.	

S-41

Individual Interests, Preferences, Leisure Time Activities

Leisure Time Activities

Fishing__________
Hunting__________
Boating__________
Sports__________ What Kind?__________ Participant?__________ Observer?__________
Church Activities__________ What Kind?__________
Reading__________ Television__________ Hobbies__________ Action Type__________

Interests

Kuder Profile

O M C S P A L M SS C V-SCORE

Personal Preferences Job Conditions	Like	Wouldn't like to try	Couldn't Stand
Inside			
Outside			
Both			
Cold Temp.			
Hot Temp.			
Wet, humid			
Noise			
Hazards			
Fumes			
Odors			
Toxic			
Dust			
Poor Ventilation			
Other			

Physical Demands	Requirements & Conditions
Lifting	
Carrying	
Pushing	
Pulling	
Climbing	
Balancing	
Stooping	
Kneeling	
Crawling	
Talking	
Hearing	
Seeing	
Reaching	
Handling	
Fingering	
Feeling	
Other:	

Job Activities:

Dealing with things and objects ____

[illegible]aling with ideas ____

Dealing with facts and figures ____

Working with others ____

Working alone ____

Directing others ____

Following Directions ____

Doing a variety of activities ____

Following a set routine ____

Making day to day decisions ____

Dealing with unexpected ____

Situations ____

Doing precise work ____

FILMED FROM BEST AVAILABLE COPY

ALBUQUERQUE TECHNICAL-VOCATIONAL INSTITUTE
ADULT BASIC EDUCATION

Previously enrolled at T-VI YES____ NO____

(Mr.) (Mrs.) (Miss)
NAME________________________________
Last First Middle

ADDRESS________________________________
Number Street City Zip

HOME PHONE____________BUSINESS PHONE________

May we inform your employer that you are enrolled in this program? YES NO

Circle highest grade completed:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Date of Enrollment-________________________________
Month Day Year

Date of Birth________________________________

Employed by________________________________

Correct Employer's Address________________________________

____

Years in U.S.:________________________________

School Attended:________________________________

Course Title	Meeting Time		Location	Room	Instructor	Enrolled	Completed
	Hours	Days					

ALBUQUERQUE TECHNICAL-VOCATIONAL INSTITUTE
ADULT BASIC EDUCATION

Previously enrolled at T-VI YES____ NO____

(Mr.) (Mrs.) (Miss)
NAME________________________________
Last First Middle

ADDRESS________________________________
Number Street City Zip

HOME PHONE____________BUSINESS PHONE________

May we inform your employer that you are enrolled in this program? YES NO

Circle highest grade completed:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Date of Enrollment-________________________
Month Day Year

Date of Birth________________________

Employed by________________________

Correct Employer's Address________________________

____

Years in U.S.:________________________

School Attended:________________________

Course Title	Meeting Time		Location	Room	Instructor	Enrolled	Completed
	Hours	Days					

FILMED FROM BEST AVAILABLE COPY

MONTHLY ATTENDANCE AND PROGRESS REPORT

for the month of____________________
1st to end of month

Teacher____________________________

Student's Name	Attendance (check only if present)											"N" if New Student, for this reporting period	Level* (code below)	Age						Welfare recipient (if known) "Yes or No"	Completed G.E.D. (only if applicable)	Dropped (Give Reason)	Total Pupils Hours

Report from 1st to end of month.
Turn into Main Office at the end
of the following month.

* Beginners-B
Intermediate-I
Advanced-A

Total
Hours

S-45

Job: ______________________

JOB REQUIREMENTS AND CONDITIONS

D.O.T. # ______________

Related Jobs:

Lower Level Jobs:

Placement Opportunities:

Employment Outlook:

Hours:

Average Earnings:

Special Educ/Trg. Reqmts	
OJT (length of time)	
High School Diploma	
G.E.D.	
Certification	
Licensing	
Other	

Aptitudes (GATB)	
Verbal	
Numerical	
Spatial	
Form Perception	
Clerical Perception	
Motor Coordination	
Finger Dexterity	
Manual Dexterity	

Interests	
Outdoor	
Mechanical	
Computational	
Scientific	
Persuasive	
Artistic	
Literary	
Musical	
Social Service	
Clerical	

Job Conditions	
Inside	
Outside	
Both	
Cold Temp	
Hot Temp	
Wet, Humid	
Noise	
Hazards	
Fumes	
Odors	
Toxic	
Dust	
Poor Ventilation	
Other	

Physical Demands	
Lifting	
Carrying	
Pushing	
Pulling	
Climbing	
Balancing	
Stooping	
Kneeling	
Crawling	
Talking	
Hearing	
Seeing	
Reaching	
Handling	
Fingering	
Feeling	
Other	

Job Activities:	
Dealing with things and objects	
Dealing with ideas	
Dealing with facts and figures	
Working with others	
Working alone	
Directing others	
Following directions	
Doing a variety of activities	
Following a set routine	
Making day to day decisions	
Dealing with unexpected situations	
Doing precise work	

FILMED FROM BEST AVAILABLE COPY

FILMED FROM BEST AVAILABLE COPY

PRE-EMPLOYMENT HEALTH QUESTIONNAIRE

S-47

TO THE APPLICANT: Please fill out and sign below. All questions must be answered. Answer "Yes" or "No". You are reminded that any false information may result in your dismissal from employment.

Have you ever been absent from work due to excessive drinking?........__________

Have you ever been:

Refused employment because of your health?........................__________
Denied life insurance for medical reasons?........................__________
Advised to have, or had, any operations?..........................__________
A patient (committed or voluntary) in a mental hospital or a sanatorium?..__________
Treated by or consulted clinics, physicians, healers, or other practitioners within the past five years?.....................__________
Rejected for military service because of physical, mental, or other reasons?..__________

Have you ever:

Received, is there pending, have you applied for, or do you intend to apply for pension or compensation for existing disability?....__________

Have you been unable to hold a job because of:

Sensitivity to chemicals, dust, heat, or humidity, etc?..........__________
Inability to stoop, bend, reach, etc.?............................__________
Alcoholism?...__________
Other medical reasons?..__________

I certify that the above statements are true to the best of my knowledge, that permission is hereby given to release any of the above information to the proper authorities of Chandler Career Center; I further understand that truth of the above statements is a condition of employment.

______________________	______________________
(Date)	(Signature of Applicant)

PHYSICAN'S SUMMARY

Date______________________ Physician's Signature______________________

ERIC Clearinghouse
AUG 5 1970
on Adult Education